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

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

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

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

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

This wonderful Catholic higher-education resource has continued to grow and prosper for more than 50 years because the Brothers of Christian Instruction, and those who have built on their efforts, had a vision - a vision that built Walsh University.
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Fall Semester 2014
Classes begin for School for Professional Studies Program
Classes begin for Main Campus
Labor Day – Evening classes beginning at 6:00 p.m. will convene.
Last day to add classes
Last day to drop classes and receive a refund
Spring Graduation Application Deadline
Fall Break – Undergraduate classes do not meet during the break.
Mid-term Grades Due by 1:00 p.m. on Faculty Self-Service
Academic advising for Spring Semester begins
Spring Semester Registration for current students
Last day to officially drop classes with a "final grade of W"
Open Registration for Spring Semester begins for new and re-admitted students.
The Brothers of Christian Instruction Founders' Day Recess
Thanksgiving Break
Last day of classes
Undergraduate Final Examinations
Undergraduate Final Grades due by 1:00 p.m. on Faculty Self Service
Fall Semester Officially Ends (Includes Distance Learning)
December Graduate Recognition Ceremony for Summer and Fall Graduates

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

Spring Semester 2015
Classes begin for School for Professional Studies (SPS) Program
Classes begin for Main Campus
Martin Luther King Jr. Day – Evening classes beginning at 6:00 p.m. will convene
Last day to add classes
Last day to drop classes and receive a refund
Deadline to Apply for Summer Graduation
President's Day Break – Undergraduate classes do not meet during the break.
Mid-term grades due by 1:00 p.m. on Faculty Self-Service
Spring Break
Academic advising for Fall and Summer Semesters begins
Fall and Summer Semesters Registration for current students
Last day to officially drop classes with a final grade of W
Open Registration for Summer and Fall begins for new and re-admitted students.
Last day of classes
Easter Break
Undergraduate Final Examinations

(NOTE) *Final exam schedule officially begins on Monday, April 20 at 1:30 p.m. for classes with a regularly scheduled Monday/Wednesday meeting time of 3:00 pm.
Graduate Reception, Baccalaureate and Commencement Weekend
Spring Semester Officially Ends (Includes Distance Learning)
Undergraduate Final Grades due by 1:00 p.m. on Faculty Self-Service
Last day to apply for graduation Fall Semester

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

Summer 2015 Semester*

Summer Session U0 Intercession (May 4-29)
Begin
Last day to drop courses with a refund
Last day to drop courses with a "W" grade
Memorial Day
Session U Ends
Final Grades Due at 1:00 p.m. on Faculty Self Service
### Summer Session UI (June 1 – July 3)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Begins</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to drop courses with a refund</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to drop courses with a &quot;W&quot; grade</td>
<td>June 11</td>
</tr>
<tr>
<td>Independence Day (Closed)</td>
<td>July 4</td>
</tr>
<tr>
<td>Session UI Ends</td>
<td>July 3</td>
</tr>
<tr>
<td>Final Grades Due at 1:00 p.m. on Faculty Self Service</td>
<td>July 8</td>
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</tbody>
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### Summer Session UII (July 6 – August 7)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Begins</td>
<td>July 6</td>
</tr>
<tr>
<td>Last day to drop courses with a refund</td>
<td>July 6</td>
</tr>
<tr>
<td>Last day to drop courses with a &quot;W&quot; grade</td>
<td>July 16</td>
</tr>
<tr>
<td>Session UII Ends</td>
<td>August 7</td>
</tr>
<tr>
<td>Final Grades Due at 1:00 p.m. on Faculty Self Service</td>
<td>August 12</td>
</tr>
<tr>
<td>Summer Semester Officially Ends (Includes Distance Learning)</td>
<td>August 22</td>
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GENERAL INFORMATION

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

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

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

ACADEMIC PROGRAMS
Walsh University confers the following degrees: Doctor of Physical Therapy (D.P.T.); Doctor of Nursing Practice (D.N.P.); Master of Arts (M.A.); Master of Arts in Business Administration (M.B.A.); Master of Science in Nursing (M.S.N), Bachelor of Arts (B.A.); Bachelor of Science (B.S.); Bachelor of Science in Education (B.S. in Ed.); Bachelor of Science in Nursing (B.S.N.); Associate of Arts (A.A.); and Associate of Science in Computer Science (A.S.C.S.).

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

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

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

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

FACULTY
Walsh has 124 full-time instructional faculty and hundreds of adjunct faculty members. The student-faculty ratio is 12:1. 76% of the full-time faculty members hold Ph.D.s or terminal degrees in their respective fields.

THE CAMPUS
Walsh University has 24 major buildings on its 140-acre campus (see map on page 188).

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

THE BROTHER EDMOND DROUIN LIBRARY The Brother Edmond Drouin Library connects students to information they can use to gain success in attaining academic goals and teaches them to become lifelong learners. Finding articles, books, media and other resources is enhanced by a large collection of electronic resources, almost all available 24/7 both on and off campus. Librarians are available to assist students in many ways—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 (2000) The Aultman Health Foundation Health Sciences Center is home to Walsh's first-rate Gary and Linda Byers School of Nursing, which for the past 3 years has had 100% of its students pass 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.

BARRETTE BUSINESS AND COMMUNITY CENTER (formerly the Rannou Campus Center—1966; renovated in 2005) The Barrette Business and Community Center is a state-of-the-art resource for our business, marketing, accounting, and management majors, as well as our business community. In addition to traditional classrooms and learning spaces, The Barrette Business and Community Center houses the School for Professional Studies, Main Campus Location (accelerated degree completion program for adult learners); The DeVille School of Business and MBA Program; the Brother Robert Francone Convocation Center, a 400-seat conference/meeting space; state-of-the-art Media and Communications Center; the Walsh University Leadership Institute; a snack bar, courtyard, atrium and outdoor patio.
THE DON AND IDA BETZLER SOCIAL AND BEHAVIORAL SCIENCES CENTER (1972) The resources found in the Don and Ida Betzler Social and Behavioral Sciences Center, home to the University’s counseling program, include classrooms, learning labs, small meeting rooms, a 120-seat amphitheater, a 167-seat auditorium, faculty offices, and the Department of Humanities.

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

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

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

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

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

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

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

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

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

THE HANNON CHILD DEVELOPMENT CENTER (1990) is home to Walsh’s Division of Education. It has specialized teaching stations used by education majors as they work with children; classrooms; educational technology/media lab; a large computer lab; 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 (2005) The Timken Natural Sciences Center is a 30,000 square foot teaching center, where students apply classroom learning in practical research settings. In addition to multi-media classrooms and lecture halls, the Timken Center houses state-of-the-art laboratories for biology and microbiology, organic and general chemistry, anatomy, biochemistry, computer science, and bioinformatics, a field that uses sophisticated computer equipment to study new diagnostic procedures, treatments for diseases, and genetic research.

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

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

HOOVER HISTORICAL CENTER/WALSH UNIVERSITY A vibrant part of Walsh University, the Hoover Historical Center preserves the Hoover legacy in the Hoover family’s Victorian home. Elegant Victorian décor, family furnishings, and a history of Hoover products, tell the story of the Hoover Company and family history. Ladies fashions are displayed throughout. Herb gardens grace the grounds. The Center is located inside Walsh University’s Hoover Park on original Hoover family farmland and across the street from the main campus.
HOOVER PARK Located directly across from the main campus, Hoover Park offers unique rental facilities in a private park setting. The facilities are perfect for group meetings, retreats, receptions, and special events. In addition to the 500-seat Hoover banquet hall, 160-seat outdoor pavilion, and two quaint meeting cottages, guests can enjoy the use of playground equipment, baseball fields, basketball court, bocce court, and a volleyball court.

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


In 1960, the Brothers relocated their college in Maine to Ohio. La Mennais College in Alfred, Maine, became Walsh College in North Canton, Ohio, and, in 1992, Walsh University. Since its founding, the Brothers have continued a dedicated mission to Walsh University, affirming others by assisting them to develop their intellectual and spiritual gifts so that they, in turn, can become persons who serve others. Their vowed life, with the person of Jesus as focal point, makes them available to meet today’s needs, particularly those of Christian education and related areas.

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

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

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

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

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

FERPA information is published yearly online @ www.walsh.edu, in the University catalog and in the student handbook.

DEFINITIONS

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

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

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

RIGHT TO INSPECT AND REVIEW EDUCATIONAL RECORDS

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

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

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

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

DISCLOSURE OF EDUCATIONAL RECORDS

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

Exceptions made to the disclosure policy are:

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

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

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

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

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

AMENDMENT OF EDUCATIONAL RECORDS

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

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

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

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

COMPLIANCE OFFICE

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Walsh University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

Nondiscriminatory Policy

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

Smoking Policy

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

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

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

Smoking is not permitted near entrances to any University buildings. Smoking receptacles have been removed from these entrance areas. Please do not throw cigarette butts on the ground near entrances. Designated smoking areas have been provided in certain areas with effective ventilation. In addition, smoking receptacles will be located in these areas. While smoking is permitted outdoors, we are asking that preferential consideration be given to non-smokers whenever it is clear they are exposed to involuntary smoke.
Appropriate signage, as required by the new law, has been added to all non-smoking areas including all University buildings, athletic facilities, and vehicles. In addition to complying with the new legislation, it is hoped that these efforts will have the following results: everyone will know where smoking is permitted and non-smokers will know that they can, with few exceptions, avoid contact with second-hand smoke if they so choose. Your cooperation is critical to making this effort a success.

**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.
A college education consists of much more than classroom work. Walsh University's goal is to help each student grow in knowledge, wisdom, and virtue. The University offers a comprehensive program of services designed to enhance each student's ability to function as a responsible member of the Walsh community and society. Coordination of services and activities is provided principally through the Department of Student Affairs.

**ORIENTATION PROGRAMS**

The transition from home and high school to college can be an exciting time of challenge and change. Getting started on the right track toward finding, starting, and completing a degree program at Walsh University is an important first step. Walsh University designed its orientation program with the goal of getting students headed in the direction of academic, career, and personal success.

The Summer Orientation Sessions (for parents and students) mark the beginning of Walsh University's distinctive orientation program. This one-day program is designed to assist both incoming students and their parents with the transition to the Walsh University community. Students meet other first year students, interact with faculty and staff members who will be integral to their university career, participate in placement testing, and learn about how to prepare for the upcoming academic year. This program also provides the opportunity for parents to attend entertaining and educational sessions specifically designed to meet their unique needs and interests, including direct meetings with University departments to answer questions, and the "Letting Go" program which is designed to help parents with the transition of sending their child off to college. Additional joint parent-student sessions are presented to encourage specific conversations before their first year of college begins.

During Orientation Weekend (the weekend before classes begin in August) students are introduced to the GE100 course, a series of small group meetings led by a specifically trained and selected instructor. GE100 continues to meet weekly during the first semester and those meetings are opportunities for real-life, hands-on discussions. Typically, discussion and activities center on such topics as college survival skills, diversity, responsible decision-making, career development, academic support systems, justice and peace issues, and healthy relationships. GE100 is a credit bearing course and is required for graduation.

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

**ON-CAMPUS LIVING/OFFICE OF RESIDENCE LIFE**

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

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

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

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

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

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

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

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

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

Olivieri Family Towers (2007) offers single-room, double-room, and suite style accommodations for 155 students. Each room is equipped with twin, loftable beds, dressers, desk, desk chair, a private bathroom and shower, a refrigerator, and a microwave.
"The Commons" (2012) offers apartment-style suites, complete with kitchenettes. The facility features two classrooms, a computer lab, quiet study rooms and laundry facilities.

All first-year, traditional-aged students are required to live in Alexis or Menard Halls, both of which are 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.

**Judicial Affairs**

The mission of the Walsh University judicial system is to foster a sense of responsibility for personal and community standards through education and personal accountability. This is achieved by ongoing review and response to violations of University policies and procedures including, but not limited to, Residence Hall policies, student association regulations, inappropriate behavior in campus buildings and on campus grounds, and at any University sponsored event.

Student Affairs is responsible for the implementation and review of the judicial process at Walsh University. An opportunity also is provided each year for students to serve as members of the Student Life Judicial Board. This opportunity involves an application, interview, and training program. Any questions regarding the University’s judicial process can be forwarded to the Student Affairs Office, David Campus Center, at 330-490-7301.

**The Academic Support Center**

The Academic Support Center (ASC), housed in Farrell Hall, second floor, room 209, serves the student body, beginning with the students in transition to college from secondary school and proceeding all the way to graduation. The Center includes the Structured Education Program, the Academic Assistance Program, tutoring services and the Office of Accessibility Services, all of which are housed in Farrell Hall. This arrangement gives the freshmen in particular one central place to find a variety of forms of assistance in this most critical time in their academic lives.

**Structured Education Program (SEP)**

<table>
<thead>
<tr>
<th>First-Year Fall Semester</th>
<th>First-Year Spring Semester</th>
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<tbody>
<tr>
<td>English 111-1</td>
<td>English 111-2</td>
</tr>
<tr>
<td>Math 109-1</td>
<td>Math 109-2</td>
</tr>
<tr>
<td>GE 110</td>
<td>Other courses</td>
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</tbody>
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The total fall semester load should not exceed 16 credit hours.

This course of study enables all SEP students who successfully complete the program to be qualified to take proficiency-level courses in English (102) and Math (104) by the end of their first year.

**Academic Assistance Program**

The Academic Assistance Program coordinates peer tutoring 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.

**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 GE110 (Study skills) course and take no more than 15 credit hours.

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

**Tutoring Services**

The Academic Support Center (ASC) provides free tutoring to Walsh students in selected subject areas such as math, chemistry, biology and foreign language, along with tutoring in writing for any subject area. Students may walk in or schedule appointments. Tutoring is usually on a one-to-one basis, arranged in half-hour or one-hour sessions, and tutoring hours are posted around campus each semester and are available in the Center. In addition to providing help in specific content areas, the ASC assists 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 to those using the Center, as are numerous computers with network access.

**Office of Accessibility Services**

Housed in Farrell Hall Room 209 along with the Academic Support Center, the Office of Accessibility Services both verifies students’ disability status and provides selected academic and physical accommodations to students with verified disabilities. Academic accommodations, such as extended-time test-taking and test delivery in quiet areas, are coordinated through this office, as are physical accommodations, like disabil-
ity-appropriate housing, food modifications, and physical changes to classrooms or labs. Students must register with the Director of Accessibility Services in a timely fashion in order to receive these services. (Please note that, per Federal law, Accessibility Services can provide these accommodations only to students with qualified, verified disabilities and not to the general student population.) The Director of the Office of Accessibility Services also serves as the Chairperson of Walsh’s ADA Committee and thus works with Human Resources and the Office of the Provost to be the University’s point-person on matters pertaining to legal accommodations for students, faculty, and staff.

**CAREER CENTER**

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

A few of the special events that prepare our students for the world of work beyond Walsh University include Professor for a Day, the Dining Etiquette Dinner and Dress for Success. The Career Center also partners with various faculty members for targeted special career programs and events as well. Resume referral and interview appointments with employers are scheduled for students registered with the Career Center at the employer's request.

The Career Center maintains and constantly updates The Career Resource Library that includes career/job search resource books; graduate school information; and local and national internship/fellowship information. The Web-based resume referral system is updated daily with employment opportunities available to students and alumni. The Office of Career Center sponsors various career related events throughout the year that are designed to inform students about career options and opportunities. The Career Center collaborates with other colleges to sponsor The Stark County Collegiate Job Fair, The Northeast Ohio Teacher Education Day (NOTED), and CareerFest. The Career Center hosts the Nursing/Physical Therapy Job Fair and the Summer Job and Internship Fair on campus each year.

**COUNSELING SERVICES**

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

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

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

**ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT**

Walsh University’s regional accrediting agency, The North Central Association 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.

**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.

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

1. Forming the Faith Community
2. Appropriating the Faith
3. Forming the Christian Conscience
4. Educating for Justice
5. Facilitating Personal Development
6. Developing Leaders for the Future

The department of Campus Ministry embraces diversity of faith and religion and is here to serve students of all faith backgrounds, connecting them to appropriate faith communities.

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

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

**Commuter Student Services**
Walsh University offers a broad range of commuter student services including commuter student programming, commuter publications, and a Commuter Assistant Mentoring Program. In addition Commuter Student Services supports joint efforts with other departments to meet the special needs of the Walsh commuter student population.

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

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

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

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

**Student Activities**
The Office of Student Activities (OSA) serves the needs of Walsh University students through providing diverse social and educational programming that enhances the collegiate experience. The office also provides resources and services for Walsh's many student organizations. If you are interested in learning about the extra-curricular and co-curricular opportunities at Walsh University, e-mail the Office of Student Activities at studentactivities@walsh.edu.

**University Program Board**
The University Programming Board (UPB) is a student run organization responsible for providing diverse social programming for Walsh University. The organization is comprised of students who design and implement a wide range of programs. These programs include events such as Homecoming, on campus concerts and comedians, outdoor festivals, trips to professional sporting events and much more. If you would like more information or are interested in joining University Programming Board, e-mail studentactivities@walsh.edu.
**STUDENT PUBLICATIONS, BROADCASTING AND VIDEO PRODUCTION**

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

**STUDENT 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.

**HEALTH SERVICES**

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

**MERCY WELLNESS CENTER**

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

**WELLNESS PROGRAMMING**

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

Our Get Physical Series program offers a wide range of group exercise classes throughout the year. The Get Physical Series schedule, which includes classes such as Yogalates, Zumba, and Circuit Training, can be found on my.walsh.edu/wellness. Our Healthy Lifestyle Management programming offers the opportunity for students to take control of their well-being by practicing preventive medicine through screening opportunities such as blood pressure, body composition, body mass index, and cholesterol. University Wellness offers the educational tools required to live a healthy lifestyle with programs such as our Equipment Orientation program and Physical Fitness Assessment program. Our annual Health & Wellness Fair is an interactive and fun-filled event that offers a great opportunity to connect with some of our communities’ elite health & wellness resources. If you are interested in learning more about University Wellness, email well@walsh.edu.

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

**FITNESS CENTERS**

Walsh University offers four separate fitness centers. A current Walsh ID, full t-shirt, and clean tennis shoes are required for all fitness center participants. The Cavalier Fitness Center, located in the Gaetano M. Cecchini Family Health and Wellness Complex, is fully staffed and equipped with free weights and power stations. This fitness center caters to all students, athletic teams, faculty/staff and community clinic participants. The David Center Fitness Center caters to all students, faculty and staff. Locker and shower rooms are located across the hall. Those interested in utilizing the David Fitness Center are required to complete a waiver of liability at the University Wellness Office located in the lower level of The Paul & Carol David Family Campus Center office 010. There are two residential fitness centers located in Betzler and Olivieri Towers. These facilities are available to any residential student living on campus.

**ATHLETICS**

Walsh offers 10 intercollegiate sports for men (football, soccer, cross country, basketball, golf, baseball, track, indoor track, tennis and lacrosse) and 10 for women (volleyball, cross country, soccer, basketball, softball, track, tennis, indoor track, golf and lacrosse). Walsh is a member of the NCAA II and competes as members of the Great Lakes Intercollegiate Athletic Conference (GLIAC) in all sports except for men’s lacrosse who participate in the Eastern Collegiate Athletic Conference (ECAC).

**INTRAMURALS**

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

Intramurals offers competitive league play in a broad range of sports and recreation. Fall sports include flag-football, soccer, and dodge ball. Spring sports include bowling, basketball (coed, men’s and 3 on 3), volleyball, and kickball. The department also provides late night basketball (open gym) and a variety of one day tournaments that include arena football, sideline soccer, billiards, table tennis, corn-hole, and can-jam. The Department of Intramurals is located in the Paul and Carol David Family Campus Center.
 Walsh University expects all students and applicants for admission to be responsible individuals in their conduct so as to reflect favorably upon themselves and the University community. The University reserves the right to deny enrollment to any student or applicant whose conduct or attitude is believed to be detrimental to the University community.

**FRESHMAN ADMISSION REQUIREMENTS**

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

- Completed application for admission with a $25.00 application fee ($15.00 if applying online)
- Official high school transcripts
- Scores from the American College Test (ACT) or Scholastic Aptitude Test (SAT)
  - 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. A minimum cumulative grade point average of 2.3 and an ACT composite score of 18 or SAT (critical reading + math) score of 870 must be attained to be considered for admission, but does not guarantee a favorable admission decision. The composition of the high school classes, grades achieved in the college preparatory classes, and the standardized test scores all are taken into consideration before an admission decision is rendered.

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

The State Equivalency Certificate, based on the General Educational Development Tests (GED), is accepted in lieu of a regular high school diploma. A minimum total GED score of 250 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 Enrollment Management Committee will convene to review and make an admission decision based on each individual’s potential and potential to succeed.

**TRANSFER STUDENT ADMISSION REQUIREMENTS**

- Completed application for admission with a $25.00 application fee ($15.00 if applying on-line and $40.00 if applying for the SPS Program)
- Official final high school transcripts
- Official transcripts from all colleges/universities/professional schools previously attended sent directly from the institution.
- An essay is highly recommended.

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

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

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

Transfer students are required to complete a minimum of 32 credit hours at Walsh University to be considered for a degree from the University. All students will be held to the requirement that 32 of the last 38 semester hours, with a minimum of 15 credit hours in the major field, must be taken at Walsh University.

NOTE: Transfer and transient courses cannot count for Tier II (Heritage Series) credit.

**INTERNATIONAL STUDENT ADMISSION REQUIREMENTS**

- Completed application for admission with a $25.00 application fee ($15.00 if applying online)
- 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
- Minimum TOEFL score of 500 on the paper-based test, 173 on the computer-based test, and 61 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.
- Walsh's Certification of Financial Responsibility indicating that the funds exist and will be available to pay for the first academic year, supported by financial statements.
- International students must maintain full-time status (12 or more credit hours per semester) during their stay in the United States.
- All international students are required to purchase health insurance.

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

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

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

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

The policy provided lasts for 12 months from the first day of classes. Students can select a 6 month policy if they have proof of graduation within those 12 months.

**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.

**Placement and Proficiency Testing**

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

**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.

**Honors Program**

Walsh University’s honors program has two ways of being admitted: General Honors, for those beginning the program in their freshman year, and Track II Honors, for those entering the program as sophomores.

**General Honors:** Each year the incoming Freshman Honors Class is selected from a qualified pool of high school seniors who have completed the Scholarship Day Application and participated in Scholarship Day. During Scholarship Day, applicants interview with faculty and interact with Walsh's current Presidential and Honors Scholars. Honors Program Scholarships are awarded based on the recommendations of the faculty after careful review of each student’s Scholarship Day application material, high school academic record, achievement on national standardized tests, and performance during the interview process. In general, Honors Scholarship applicants should meet or exceed the following criteria:

- A high school grade average of 3.75
- Be in the top 20% in their graduating class
- An ACT score of 27 or an SAT score of 1200

**Track II Honors:** An Honors experience for those students seeking the challenge of Honors courses only after their freshman year and before they start their first sophomore semester. To apply for Track II Honors Program a student must complete an application form, submit a writing
sample, and have an interview with the Director of the Honors Program in the Spring semester of their freshman year. Students should have a minimum grade point average of 3.3 in university courses when applying. Students interested in Track II Honors should contact the Director of the Honors Program in the second semester of their freshman year to initiate the application process. Students selected into Track II Honors receive the same scholarship support as students in the General Honors Program.

GLOBAL LEARNING
Global Learning programs offer students unique academic experiences that broaden their intellectual awareness, cultural sensitivity, professional preparedness, and exposure to the world. Students are encouraged to participate in our faculty-led courses in Uganda, Tanzania, El Salvador, France, Bosnia and Herzegovina, and at our Rome campus in Castel Gandolfo, Italy. Students may also seek study abroad opportunities through a number of providers or our consortia partner, the Cooperative Center for Study Abroad. Those interested in exploring such opportunities should contact the Office of Global Learning.

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

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

RN–BSN ARTICULATION
All R.N. - B.S.N. applicants will be considered for the reduced core with a current R.N. Ohio License. Applicants qualifying for the reduced core will have 25 of the 60 transfer credit hours held in escrow and awarded after the student completes all of the 300-level nursing course requirements at Walsh University. The lower division nursing credits awarded by the direct or escrow credit will be counted toward the 60 hours of transfer credit. In addition, all other support courses taken at another college or university will be considered for transfer credit. Decisions on granting transfer credit are made by the Registrar in consultation with the Dean, Gary and Linda Byers School of Nursing.

EARLY ADMISSION: POST-SECONDARY PROGRAM
Walsh’s Post-Secondary Enrollment Program allows a limited number of qualified high school juniors and seniors to enroll in courses for course credit. These courses, in addition to fulfilling high school graduation requirements as approved by local boards of education, give qualified students a head start toward a college degree. Accepted students join Walsh students in taking regular courses taught by University faculty members. The University may require students, prior to enrollment in the Post-Secondary Program, to take placement tests. Preregistration for classes is on a space-available basis.

Requirements for the Post-Secondary program include
- junior or senior standing;
- cumulative grade point average of 3.25 or higher;
- a 350-word essay;
- recommendation from a high school counselor and one teacher; and
- a personal interview with a Walsh admissions counselor.
- the ACT or SAT are highly recommended.

Interested students should ask their high school counselors for details.

COOPERATIVE DEGREE PROGRAMS

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

Students graduating from the ADN program at Stark State College, and licensed in the State of Ohio, may enter Walsh University to achieve a Bachelor of Science Degree in Nursing (RN–BSN) with direct credit transfer.

Students receiving associate’s degrees in business management technology, marketing management technology, accounting technology/CPA or nursing at Stark State College can continue their education and earn a bachelor’s degree in their respective field at Walsh University.
Veterans’ Benefits
All programs leading to master’s or bachelor’s have been approved by the State Approving Agency for veterans training under Public Law 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.
## Estimated Expenses 2014-2015

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

### Undergraduate Tuition

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, full-time (12-18 credit hours per semester)</td>
<td>$12,675</td>
</tr>
<tr>
<td>Tuition, part-time (per credit hour)</td>
<td>$845</td>
</tr>
<tr>
<td>Tuition, e-learning surcharge per course (fall &amp; spring semesters)</td>
<td>$480</td>
</tr>
</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Credit Hour Rate</td>
<td>$620</td>
</tr>
<tr>
<td>Summer E-Learning (per credit hour)</td>
<td>$620</td>
</tr>
<tr>
<td>Audit (per credit hour)</td>
<td>$423</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>$423</td>
</tr>
<tr>
<td>Examination Fee (per course)</td>
<td>$50</td>
</tr>
</tbody>
</table>

### Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable, non-waivable)</td>
<td>$25</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$125</td>
</tr>
<tr>
<td>General Fee (per credit hour)</td>
<td>$44</td>
</tr>
<tr>
<td>First-year Traditional Student Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$15</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Change of Course Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$125</td>
</tr>
<tr>
<td>Parking Fee (per semester)</td>
<td>$50</td>
</tr>
<tr>
<td>Transcript (no charge)</td>
<td></td>
</tr>
</tbody>
</table>

### Housing Rates (per semester)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexis and Menard</td>
<td>$2,535</td>
</tr>
<tr>
<td>Towers (Wilkof, Olivieri and Betzler)</td>
<td>$3,955</td>
</tr>
<tr>
<td>Lemmon</td>
<td>$3,045</td>
</tr>
<tr>
<td>&quot;The Commons&quot;</td>
<td>$3,955</td>
</tr>
<tr>
<td>University Apartments (Brauchler, Meier, and Stein Halls)</td>
<td>$4,305</td>
</tr>
<tr>
<td>Private Room Surcharge</td>
<td>$1,300</td>
</tr>
<tr>
<td>Housing Deposit (paid prior to first semester of housing)</td>
<td>$200</td>
</tr>
</tbody>
</table>

### Dining Service (per semester)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Meal Plan</td>
<td>$2,255</td>
</tr>
<tr>
<td>Limited Meal Plan</td>
<td>$1,445</td>
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</tbody>
</table>

### Student Life Fees

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

Walsh University requires the following payment terms:

1. All charges for tuition, fees, room and board are due no later than the first day of classes each semester, or

2. Students electing the Walsh University Payment Plan, offered through Tuition Management Systems, must be enrolled in the program no later than the first day of classes each semester. An annual enrollment fee of $35 per semester is charged to participate in the program. (Please contact the Student Service Center for information regarding the payment plan.), or

3. Students participating in the Employer Reimbursement Program must be enrolled in the program no later than the first day of classes each semester. For details see below.

Student account balances and details are available online within the secure area of the Cavalier Center (Student Account Information). Students are responsible for timely payments and those students that do not follow the required payment terms will be charged a service fee of 12% (1% per month) on any outstanding balance. Students enrolled in the tuition payment plan or the Employer Reimbursement Program are exempt from 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 and at SPS Offices.

**WITHDRAWAL POLICY**

Registration for classes creates a contract for payment of tuition, fees, and charges. A student choosing to terminate this contract with Walsh University must officially withdraw during the first 6 business days of the fall or spring semester or are obligated to pay all charges in full. Withdrawal must be made in writing through the Student Service Center and must be signed by the student. Nonattendance to class or notification to a professor does not constitute an official withdrawal.

Withdrawal from a class or from the University on or before the sixth business day of the fall or spring semester will cancel all financial obligations to the University.

**Fall and Spring Semesters**

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

**Summer Sessions**

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

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

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

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.: Laurel Lusk, 2020 East Maple Street, North Canton, Ohio 44720.

**Suspension or Expulsion**

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

**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 academic year they wish to participate.

The form must be turned in to the Student Service Center to be enrolled in this program. The form is valid for one academic 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 and/or assess finance charges.

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

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

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

**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 (ENDED)***
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 on December 19 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. Some scholarships may be renewed annually if the recipient maintains the required criteria.

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

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

- **Alumni Association Scholarship.** A scholarship available to a full-time junior or senior with high academic standards who participates in activities of the Alumni Association and/or community service and commitment to Walsh University and its mission. *Applications may be found in the Alumni Office during spring semester.
• **The Alumni Association 50th Anniversary Endowed Scholarship.** An endowed scholarship established by the Alumni Board of Trustees to commemorate the 50th anniversary of Walsh University. Eligible students must maintain a 3.0 grade point average or higher.

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

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

• **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. *Applications may be found in the Alumni Office during the spring semester.

• **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.

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

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

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

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

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

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

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

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

• **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 and in the Student Service Center.

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

• 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.

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

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

• The Richard W. Cordingly Endowed Scholarship. A scholarship established by ’74 alumn 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 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. *Applications available in the Student Service Center and also online.

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

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

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

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

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

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

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

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

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


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

• 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Knights of Columbus, Council No. 341, Scholarship.** Awarded from a gift by the Knights of Columbus, Council No. 341, of Canton.

- **Aurelia and Sam Krugliak Endowed Scholarship.** Established by Aurelia and Sam Krugliak, this fund grants scholarships to incoming freshmen with high academic performance.

- **The Lucien and Desneiges 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 student with financial need at the end of junior year who must present their art portfolio before a panel of judges for review. *Applications available in the Humanities office, in the Student Service Center and online.

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

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

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

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

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

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

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

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

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

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

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

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

• The Mission Service 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. Students must maintain a 2.75 grade point average and also receive the endorsement of the major superior or Bishop.

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

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

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

• The 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

• **The Congressman James B. Renacci Government Scholars Program.** Congressman James B. Renacci established this endowed scholarship to support certain activities of the Department of Government and Foreign Affairs of the University.

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

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

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

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

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

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

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

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

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

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

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

• **The Margaret Sigmund Endowed Scholarship.** A scholarship awarded in memory of Margaret Sigmund. Preference will be given to full-time, traditional students majoring in religion, science, or math, who desire 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.

• **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.

• The Jacob H. and Theodosia J. Sochnlen Memorial Scholarships. Awarded from the proceeds of an endowment in memory of Mr. and Mrs. Sochnlen.

• 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 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.

• 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.

• 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 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.

• 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.

• William K. and Lotte Wilson Scholarship. A major academic scholarship offered to an incoming freshman who is a member of the Walsh University Honors Program. This fund is used to provide academic scholarships. *Applications are available in the Student Service Center and online.

OTHER SCHOLARSHIPS

Walsh University Presidential Scholarships Presidential Scholarships are awarded each year to a limited number of qualified entering freshmen in an amount 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 score (27/1200 critical reading + math minimum), and class ranks typically in the top quartile or higher. Student leadership, high school activities, and church and/or community service are all considered. Candidates will be invited to Scholarship Day and must be admitted to Walsh University by the published deadline, which usually falls in January of each year, to be included in the Walsh University Scholarship Day pool. Recipients of the Presidential Scholarship will qualify for renewal by maintaining a 3.5 cumulative grade point average. The Presidential Scholarship is available for a maximum of eight consecutive semesters. Students receiving Presidential Scholarships are required to maintain full-time status (minimum of 12 credit hours per semester), reside in the University residence halls, participate in the Walsh University Honors Program and be enrolled in the appropriate Honors course each semester while receiving at least a "B" in each Honors course. The Presidential Scholarship replaces any previously awarded institutional funds.

Walsh University Founders Scholarships Founders Scholarships are awarded each year to qualified entering freshman in an amount 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. Candidates should have a cumulative grade point average of 3.75 or higher, strong ACT or SAT score (27/1200 critical reading + math minimum), and class ranks typically in the top quartile or higher. Student leadership, high school activities, and church and/or community service are all considered. Recipients of the Founders Scholarship will qualify for renewal by maintaining a 3.5 cumulative grade point average. The Founders Scholarship is available for a maximum of eight consecutive semesters. Students receiving the Founders Scholarship are required to maintain full-time status (minimum of 12 credit hours per semester), must reside in the University residence halls and participate in the Walsh University Honors Program while receiving at least a "B" in each Honors course. The Founders Scholarship replaces any previously-awarded institutional funds.

Walsh University Academic Scholarships And Merit Awards (Incoming undergraduate Freshmen) Walsh rewards incoming full-time freshmen with scholarships and merit awards based on their high academic credentials (cumulative grade point average and ACT or SAT score). These scholarships and merit awards range from $7,000 to $12,500 and are renewable by maintaining a specific cumulative grade point average. They are available for eight consecutive semesters of undergraduate study.

Walsh University Honors Program Scholarships Awarded to students who have been accepted into the Walsh University Honors Program, these scholarships are renewable each year to students remaining in the Honors Program. To remain in good standing in the Honors Program, students must receive at least a "B" in each Honors course and must maintain a minimum cumulative grade point average (including
non-honors courses) of 3.3. Students may receive this scholarship, which increases with each year of participation in the Honors Program, for a maximum of four academic years and be enrolled in an Honors course every semester.

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 status.

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 Choir or band. The numbers of awards are determined by the Director. Students who are interested should contact the Director of the Choir or Band.

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

GRANTS (INSTITUTIONAL)

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

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

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.

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 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.studentaid.ed.gov for more information.

GRANTS (STATE)

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

TUITION REMISSION/TUITION EXCHANGE AND FULL-TUITION STATEMENT

Tuition Remission and Tuition Exchange Students receiving Tuition Remission or Tuition Exchange scholarships can potentially receive gift aid from federal, state and other external sources. In some cases, this assistance will offset the tuition exchange award or tuition remission benefit. Students receiving tuition remission or tuition exchange benefits are usually not eligible for other Walsh University scholarships or grants.
In any case, the total of any student’s tuition remission benefits, tuition exchange award, outside scholarships and governmental grants may not exceed the student’s direct cost (tuition, fees, room and board for resident students) of attending Walsh University. 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 (tuition, fees, room and board for resident students) of attending Walsh University. When a student’s scholarships and grants exceed the student’s direct cost of attending Walsh University, Walsh University funds (operating budget supported scholarships and/or grants) will be decreased by the excess.

**LOANS (FEDERAL)**

**Federal Perkins Loan** The Federal Perkins Loan is a long-term, low-interest loan with payment and interest deferred until nine months after graduation, or until the borrower ceases to be at least a halftime student. The current rate of interest is 5%. Students must enroll full-time and demonstrate financial need in order to receive the loan. Continued deferment is available for students who enroll in the Armed Forces, VISTA, the Peace Corps, or who return to at least half-time student status. The maximum repayment period for the loan is 10 years. Application is made each year by completing the FAFSA. All recipients must maintain satisfactory academic progress as determined by Walsh University.

**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 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.

**LOANS (STATE)**

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

**WORK PROGRAMS (FEDERAL)**

**Federal Work-Study Program (FWS)** The Federal Work-Study Program provides jobs for students who have substantial financial need and must earn a portion of their educational expenses. Students may work on a part-time basis on campus. Students must be enrolled full-time and demonstrate financial need in order to qualify for the program. Preference is given to those students living on campus. Application is made each year by completing the FAFSA. Working hours vary from 5 to 15 hours a week and should not exceed 20 hours per week while classes are in session. Although wages vary depending on job description, the usual rate of pay is minimum wage.

**WORK PROGRAMS (INSTITUTIONAL)**

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

**CREDIT BALANCES AND REFUND CHECKS**

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 check 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 and State regulations to monitor the academic progress of all financial aid recipients. Failure to maintain Satisfactory Academic Progress (SAP) can affect a student’s eligibility for financial aid. Both qualitative and quantitative standards are applied when determining SAP. This policy has four parts. Each condition must be met to be eligible for financial aid.
Part I: Acceptable Passing Rate

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

Examples:
• John Smith has attempted 30 credit hours during his first year at Walsh University. He would be expected to pass at least 20 (67%) of those credit hours.
• Mary Jones has been at Walsh for three years and has attempted a total of 90 credit hours. She would be expected to have passed at least 60 (67%) of her TOTAL credit hours attempted.

Part II: Acceptable Grade Point Average (GPA)

The minimum GPA standards for financial aid eligibility must be equal to or higher than the standard set forth by Walsh University for academic standing purposes. Freshmen with a GPA below 1.75 and sophomores/juniors/seniors with a GPA below 2.0 may be placed in an Academic Probationary Status by the University, however there is no automatic probationary period for financial aid eligibility. During this academic probationary period, the student may continue to be enrolled, however he/she will not be eligible for financial aid unless the student submits an appeal and it is approved by the Financial Aid Office (please see next page for additional appeal information). GPA requirements for entering transfer students will be based on the number of transfer credits they carry with them from their prior institution(s). (For more details about Walsh University's Academic Standing Policy, please consult the Course Catalog).

Part III: Time Limits

Students cannot exceed 187 attempted hours 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 years and Institutional Aid is limited to four years, regardless of whether or not the student has reached the 187 credit hour limit.

Part IV: Other Provisions

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

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

SAP will be monitored annually, normally at the end of the spring term. Students who fail to meet the standards outlined in this Policy Guide will not be eligible for future financial aid. Students will be notified in writing if they do not meet SAP Guidelines and of any alternative financing options available to them.

Appeals

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

If an appeal is approved, the student will be granted additional time in which to improve his/her grade point average and/or percentage of credit hours attempted versus completed. If it is apparent that the student cannot complete this within one term, an extension may be given to the student after review of the academic "Action Plan" included in the original appeal.

Additional Scholarship/Award Standards

In addition to meeting the previously-outlined SAP Guidelines, students who receive Walsh University Academic Scholarships/Awards must also maintain the following Grade Point Average (GPA) standards in order to continue their eligibility for these funds the following year:

<table>
<thead>
<tr>
<th>Scholarship/Award</th>
<th>Minimum GPA</th>
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<tbody>
<tr>
<td>Presidential Scholarship/</td>
<td>3.5</td>
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<tr>
<td>Founders' Scholarship</td>
<td></td>
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<tr>
<td>Vanasse Scholarship</td>
<td>3.0</td>
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<tr>
<td>Deshayes Scholarship</td>
<td>3.0</td>
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<tr>
<td>Brothers of Christian Instruction Scholarship</td>
<td>2.5</td>
</tr>
<tr>
<td>Transfer Award Level I</td>
<td>2.5</td>
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<tr>
<td>Transfer Award Level II</td>
<td>2.0</td>
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</table>
Transfer Award Level III 2.0
LaMennais Scholarship 2.0
Farrell Award 2.0
Dean's Award 2.0
Walsh Award 2.0

If a student does not maintain the required GPA indicated above, they will be given a grace period of two semesters to raise his/her GPA to the required minimum. If the cumulative GPA does not increase to at least the required minimum after the end of the grace period, the scholarship or award may be subject to adjustment. If this were to occur, the student will be given written notice of the pending action and will have the right to appeal.
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; 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.

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 the student in the development of their academic program; to explain and develop the students’ rights and options in the advising process; and to point out to the student their responsibilities as advisees.

Academic advisors are assigned at the start of the freshman year to all freshmen, to any student transferring into Walsh University, and to any student declaring a major or changing a major. The advisor is the guide through the Walsh experience. This association is one of the most important the student will have especially early in their academic career and in pursuit of a bachelor's degree. The advisor will answer questions and present options to the student that may impact their success as a Walsh student. 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 the students’ advantage to develop a good working relationship with their advisor as soon as possible. Most advisors are faculty members with regular office hours posted on their office doors.

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.

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

ACADEMIC APPEALS

All students have the right to appeal a grade or academic decision that he or she believes to be in error or unfair. Students who believe they have been unfairly treated should first voice their concerns directly with the individual faculty member or administrator and attempt to resolve their concerns.

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

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

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

ACADEMIC FORGIVENESS POLICY

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

This policy applies only to the semester(s) during which the student was on academic probation, continuing academic probation, suspension, or dismissal. Only those courses with a final grade of "F" (failure) are to be excluded from the student’s grade point average. Although no longer tabulated in figuring the student’s grade point average, "F" grades will remain on the student’s official academic transcript, but annotated with the letter "E" to indicate their exclusion from calculation 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 will be noted on the academic transcript. Those who qualify to apply for academic forgiveness under this policy may submit a petition directly to the Dean of Academic Services.
ACADEMIC HONORS
Students enrolled for at least 12 credits who achieve a grade average of 3.5 or higher in any semester are included on the Dean's List. Part-time students are considered for the Dean’s List in the semester their class status changes (freshman to sophomore, etc.). The registrar’s office will compile the Dean’s List for students enrolled in the School for Professional Studies Program at the end of each fall and spring semester. The cumulative G.P.A. based on the five (5) sessions that can occur during these semesters will be used to determine eligibility for the Dean’s List. Current policies regarding Dean's List as stated in the Walsh University Catalog will be used to determine eligibility.

Graduating baccalaureate students may receive the following citations:
- Summa Cum Laude — graduation with highest honors requiring a cumulative grade point average of 3.9.
- Magna Cum Laude — graduation with high honors requiring a cumulative grade point average of 3.75.
- Cum Laude — graduation with honors requiring a cumulative grade point average of 3.5.
- With Distinction — associate degree honors requires a cumulative grade point average of 3.5.

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

ACADEMIC INTEGRITY POLICY AND PROCEDURES

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

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

*(Refer to Financial Policies to determine obligation to pay if suspension or expulsion occurs.)

III. Procedures for Handling Alleged Violations
If a faculty member discovers, and/or has reason to believe that the student has committed an academic integrity violation, the faculty member checks the Academic Integrity Repository for prior offenses and communicates to the student the nature of the charge, the information collected, and the penalty warranted. The faculty member determines the violation, the student's grade, and the penalty imposed.

If the student concurs with the decision, the faculty member notifies the division chair/school dean in writing of the decision and the penalty and includes any supporting materials and documentation related to the decision. The chair will send a copy of the report to the Dean of Academic Services for inclusion in the Academic Integrity Repository file. If the student maintains that the allegation is in error, or that the decision was unfair, he or she may appeal the decision in accordance with the University’s Academic Appeals procedures.

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

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

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

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

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

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

Multi-submission of work. A classroom paper of any type must be the work of the student submitting it.
Student should normally submit credit work for only one course, unless the instructor(s) grant prior written consent for submission to meet requirements for any other course.

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

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

**ACADEMIC STANDING (GOOD STANDING, PROBATION, DISMISSAL, AND SUSPENSION)**
A minimum overall grade point average of 2.0 is considered good academic standing for students with sophomore, junior, or senior status. Freshmen are considered to be in good academic standing with a 1.75 overall grade point average. Any student who is under the grade point average required for good academic standing for his/her class will be placed on academic probation at the end of the current semester; however, in cases where the semester grade point average is 1.00 or below the student will be subject to academic suspension. Students in this situation may appeal their suspension.

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

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

Under academic suspension, the student is ineligible to return until at least one semester (excluding summer) has passed and a minimum of six semester hours have been completed at another institution with a grade of "C" or higher. The Walsh University School for Professional Studies Program does not count as another institution.

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

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

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

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 on page 34.

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

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

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

Students are excused from regular lectures and laboratories for approved, university-sponsored activities such as intercollegiate athletic competitions and special events (field trips, e.g.) approved by University administration. Students who are excused from a particular class are responsible for notifying the instructor in advance of the absence, for making arrangements to complete any learning activities occurring during their absence, and for completing that work within the agreed time.

Excuse from class for reasons other than university-sponsored activities is 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. After careful thought, 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 nine cumulative hours of unexcused absence. The student will receive only one warning.

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. If coursework is time-restricted or requires participation with others, equivalent learning activities cannot be substituted. All make-up for exams or labs must be at the instructor’s convenience. Each course syllabus should provide attendance/absence/make-up policies.
ADMINISTRATIVE WITHDRAWAL (NON-ATTENDANCE)
A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal). Administrative withdrawals will not be permitted after the last day to withdraw from the term (2 weeks prior to the end of the term). Refer to the academic calendar for specific dates.

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

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

CATALOG TIME LIMIT AND CHANGING CATALOG YEARS
Walsh University students are responsible for completing degree requirements for the catalog in effect the first semester they enter the University. If a full-time student should drop out and/or not complete a degree within seven (7) years, that student must switch to the most recent University catalog. If a part-time student drops out and/or does not complete a degree within ten (10) years, that student must also switch to the most recent University catalog.

A student may request to switch to the more recent catalog year by completing a request form in the Student Service Center.

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

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

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

CHANGES IN REGISTRATION (DURING ADD/DROP PERIOD)
Changes in registration are initiated in the Office of the Registrar. Students may add or drop courses during the add/drop period for the semester (refer to the University Calendar for specific dates). The official student academic record will not reflect courses dropped during the add/drop period. A fee is charged for each change in registration that occurs after the official registration period. All requests must be signed and submitted on an official Add/Drop Form available in the Student Service Center. Cancelled courses will be dropped automatically by the Office of the Registrar. However, it is the student's responsibility to add another course in its place. Cancelled courses will not be assessed a charge in registration fee.

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

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

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

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

Some individuals are admitted to the University under special enrollment and permitted to take any course for which they have had satisfactory preparation. Special student enrollments are classified as non-degree-seeking.
**COURSE PREREQUISITES**
Walsh University enforces all course prerequisites. Students who have not met the prerequisites for a course may be administratively dropped from the course by the course instructor and/or division chair during the add/drop period.

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

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

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

**DECLARING A PROGRAM CONCENTRATION**
Any student interested in pursuing a specific concentration should first consult the Division Chair for specific information.

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

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

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

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

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

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

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

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

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

Candidates for a bachelor’s degree must complete requirements for formal acceptance by earning a minimum of 125 semester hours, or 124 semester hours for students enrolled in the School for Professional Studies programs, fulfilling all requirements of the General Education Core Curriculum and the chosen major (Note: 32 of the last 38 semester hours, with a minimum of 15 credits in the major field, must be hours earned at Walsh University.) Students must achieve a cumulative grade point average of 2.0 (C) as well as a minimum of 2.0 in their major, unless otherwise stated by their division.

Candidates for graduation must file an "Application for Graduation" in the Office of the Registrar according to the following deadlines:

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

With no exceptions, completed applications must be returned to the Office of the Registrar. Applications are available in the Student Service Center or www.walsh.edu, click Academics - Office of the Registrar - Forms.

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

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

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

INCOMPLETE GRADE POLICY (I)

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

LIFE EXPERIENCE CREDIT

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

MEDICAL LEAVE OF ABSENCE

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

MINOR REQUIREMENTS

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

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

GRADES

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

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

Mid-term grades are submitted by faculty for all students at the mid-point of the semester. They can be viewed on the Cavalier Center usually 2 days after the faculty grade submission deadline.

Final grades are submitted by faculty for all students at the conclusion of each semester. Final grades are generally available for viewing on the Cavalier Center 3 business days after the faculty grade submission deadline.

Note: An NG grade reflects no grade submitted. Students receiving this grade must contact their faculty immediately.

PHOTO IDENTIFICATION CARD

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

REDUCED CORE FOR TRANSFER STUDENTS

Students initially transferring into Walsh University with 60 or more earned hours, a GPA of 2.0 or higher, and accepted to matriculate for a degree, may elect to complete a reduced core if they desire. The reduced core will include one 3-credit course from each of the following: Theology, Philosophy, English (200 level or above), History, and Social Science. If the student has not successfully passed Composition (102 level),
Math (104 level or above, depending on major) and Science at another school, these requirements must also be met in addition to those listed above.

*Reduced Core Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy/Theology</td>
<td>6</td>
</tr>
<tr>
<td><em>Choice of Philosophy</em></td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>3</td>
</tr>
<tr>
<td><em>Choice of Theology</em></td>
<td>3</td>
</tr>
<tr>
<td>English (competency at 102 level)</td>
<td>6</td>
</tr>
<tr>
<td>ENG 102 (Reading and Writing Connections)</td>
<td>3</td>
</tr>
<tr>
<td><em>Choice of ENG course, 200 level or higher</em></td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences/Economics</td>
<td>6</td>
</tr>
<tr>
<td><em>Choice of one HIST course</em></td>
<td>3</td>
</tr>
<tr>
<td>Choice of one SOC, PSYCH or ECON course</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Sciences</td>
<td>6</td>
</tr>
<tr>
<td><em>Choice of one MATH course</em></td>
<td>3</td>
</tr>
<tr>
<td>104 level or higher, depending on major (excludes 110, 120, 130)</td>
<td>3</td>
</tr>
<tr>
<td><em>Choice of one SCI course</em></td>
<td>3</td>
</tr>
</tbody>
</table>

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

REGISTRATION

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

REPETITION OF COURSES

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

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

SCHOLASTIC ELIGIBILITY

Full-time students are eligible to participate in intercollegiate athletics and other 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 performance.

STUDENT ENROLLMENT STATUS - UNDERGRADUATE

Walsh University students who officially register for courses are differentiated as full-time (12 or more credit hours); 3/4-time (9–11 credit hours), half-time (6–8 credit hours); or less-than-half-time (5 or fewer credit hours). This is critical for students who receive financial aid, medical insurance, etc.

TRANSFER OF CREDIT

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

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

All students will be held to completing 32 of the last 38 semester hours with a minimum of 15 hours in the major field at Walsh University.

TRANSIENT STUDENT STATUS (CONCURRENT ENROLLMENT)

Once matriculated (accepted and paid required deposit), a Walsh student may attend another institution as a transient student. A Transient Student Request Form must be completed and returned to the Office of the Registrar for official approval of the transfer courses.
on the Add/Drop Form available in the Student Service Center. The academic advisor and instructor must approve any course dropped during this time period.

- A course dropped after the add/drop period up to the last date of current registration will receive a grade of "W" (Withdrawal). No student will be allowed to drop after this date. Consult the academic calendar for dates.
- The student who fails to attend a course and who also fails to withdraw will result in a final grade of "F" in the course.

Changes in registration of any student receiving veterans' benefits will be forwarded to the Veterans Administration. It's critical that the Veteran notify the certifying official in the office of the Registrar of any changes.

Withdrawal from the University
A student who wishes to withdraw from Walsh University, thereby discontinuing enrollment, must secure the instructor's and advisor's signature on the Add/Drop Form available in the Student Service Center. University withdrawal is not official until this form is signed, returned and processed by the Office of the Registrar.
The University’s refund policy and the date the signed form is returned to the Office of the Registrar will determine tuition refunds. Refer to the Withdrawal from a Course section for an explanation of assigned grades and withdrawal deadlines. A change in registration fee will not be assessed for a complete withdrawal from the University.

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

Suspension and Expulsion

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

**UNDERGRADUATE GRADING SYSTEM**

Academic credit at Walsh University is granted in semester units.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Designation</th>
<th>Quality Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
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</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
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<td>B</td>
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<tr>
<td>B-</td>
<td>Above average</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Below average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>Very poor</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>Extremely poor</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
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* Not computed

**Effective Spring 2010, WP, WF were removed from the University grading system.

# Computed after completion of course requirements

(2.0 is the lowest acceptable grade point average at Walsh University.)
### Academic Schools and Divisions

#### Undergraduate Degrees and Majors

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Major</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>Bachelor of Arts</td>
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<tr>
<td>B.S.</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>A.A.</td>
<td>Associate of Arts</td>
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<tr>
<td>A.S.C.S.</td>
<td>Associate of Science in Computer Science</td>
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<tr>
<td>B.A./M.A.</td>
<td>Bachelor of Arts and Master of Arts</td>
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<tr>
<td>B.S.E.</td>
<td>Bachelor of Science in Education</td>
</tr>
<tr>
<td>B.S./D.P.T.</td>
<td>Bachelor of Science and Doctorate of Physical Therapy</td>
</tr>
<tr>
<td>B.S.N.</td>
<td>Bachelor of Science in Nursing</td>
</tr>
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</table>

#### The Deville School of Business, Dr. Carole Mount, Dean

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Page</th>
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<tbody>
<tr>
<td>Accounting (A.A.)</td>
<td>53</td>
</tr>
<tr>
<td>Accounting (B.A.)</td>
<td>55</td>
</tr>
<tr>
<td>Global Business (A.A.)</td>
<td>53</td>
</tr>
<tr>
<td>Global Business (B.A.)</td>
<td>56</td>
</tr>
<tr>
<td>Management (A.A.)</td>
<td>53</td>
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<tr>
<td>Management (B.A.)</td>
<td>56</td>
</tr>
<tr>
<td>Marketing (A.A.)</td>
<td>53</td>
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<tr>
<td>Marketing (B.A.)</td>
<td>56</td>
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#### Gary and Linda Byers School of Nursing, Dr. Linda Linc, Dean

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Nursing B.S.N. (Bachelor of Science in Nursing)</td>
<td>67</td>
</tr>
<tr>
<td>Nursing B.S.N. Accelerated Option</td>
<td>68</td>
</tr>
<tr>
<td>Nursing B.S.N. (R.N.–B.S.N.Option) for the Registered Nurse</td>
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</tr>
<tr>
<td>Nursing B.S.N. (R.N.–M.S.N.Option) for the Registered Nurse</td>
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</table>

#### School of Arts and Sciences, Dr. Ute Lahaie, Dean

**Division of Humanities, Dr. Mark C. Rogers, Chair**

<table>
<thead>
<tr>
<th>Program Description</th>
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<tbody>
<tr>
<td>Communication (B.A.)</td>
<td>87</td>
</tr>
<tr>
<td>Corporate Communication (B.A.)</td>
<td>89</td>
</tr>
<tr>
<td>General Studies (B.A. or B.S.)</td>
<td>94</td>
</tr>
<tr>
<td>Government and Foreign Affairs (B.A.)</td>
<td>94</td>
</tr>
<tr>
<td>Graphic Design (B.A.)</td>
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<tr>
<td>History (B.A.)</td>
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<tr>
<td>International Relations (B.A.)</td>
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<tr>
<td>Liberal Arts (A.A.)</td>
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<tr>
<td>Museum Studies (B.A.)</td>
<td>99</td>
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</tbody>
</table>

**Division of Language and Letters, Dr. Ron Scott, Chair**

<table>
<thead>
<tr>
<th>Program Description</th>
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<tbody>
<tr>
<td>English (B.A.)</td>
<td>91</td>
</tr>
<tr>
<td>French (B.A.)</td>
<td>93</td>
</tr>
<tr>
<td>Spanish (B.A.)</td>
<td>106</td>
</tr>
<tr>
<td>Spanish for Healthcare (B.A.)</td>
<td>106</td>
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</table>

**Division of Philosophy and Theology, Father Patrick Manning, Chair**

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Page</th>
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<tbody>
<tr>
<td>Philosophy (B.A.)</td>
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<tr>
<td>Supplementary Major in Philosophy (B.A.)</td>
<td>101</td>
</tr>
<tr>
<td>Theology (B.A.)</td>
<td>107</td>
</tr>
<tr>
<td>Supplementary Major in Theology</td>
<td>107</td>
</tr>
</tbody>
</table>

**Division of Mathematics and Sciences, Dr. Michael Dunphy, Chair**

<table>
<thead>
<tr>
<th>Program Description</th>
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<tbody>
<tr>
<td>Biochemistry (B.S.)</td>
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<tr>
<td>Bioinformatics (B.S.)</td>
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<tr>
<td>Biology (B.S.)</td>
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</tr>
<tr>
<td>Pre-Professional** Program</td>
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<tr>
<td>Pre-Physical Therapy Program</td>
<td>84</td>
</tr>
<tr>
<td>Accelerated B.S./D.P.T. Biology/Doctor of Physical Therapy Program</td>
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</tr>
<tr>
<td>Chemistry (B.S.)</td>
<td>86</td>
</tr>
<tr>
<td>Pre-Professional** Program</td>
<td>87</td>
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<tr>
<td>Clinical Laboratory Science (B.S.)</td>
<td>87</td>
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<tr>
<td>Comprehensive Science (B.S.)</td>
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<tr>
<td>Computer Science (A.S.C.S.)</td>
<td>75</td>
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<tr>
<td>Computer Science (B.S.)</td>
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<tr>
<td>Environmental Science (B.S.) - Analytical Chemistry Concentration</td>
<td>91</td>
</tr>
<tr>
<td>Environmental Science (B.S.) - Applied Biological Sciences Concentration</td>
<td>92</td>
</tr>
</tbody>
</table>
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Exercise Science (B.S.) - Professional Track ........................................................................................................ page 93
Mathematics (B.S.) ................................................................................................................................................ page 97

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AYA Integrated Life Sciences (B.S.E.) ................................................................................................................... page 77
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AYA Integrated Mathematics (B.S.E.) .................................................................................................................. page 78
AYA Integrated Science (B.S.E.) ........................................................................................................................ page 79
AYA Integrated Social Studies (B.A.) .................................................................................................................. page 80
Early Childhood Education Licensure (B.S.E.) ...................................................................................................... page 89
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Psychology—Community/Clinical (B.A.) ................................................................................................................ page 101
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** Pre-dental (3-plus-4 affiliated program option with Case Western Reserve University for B.S. from Walsh and D.D.S. from CWRU), Pre-medical, Pre-optical, Pre-pharmacy and Pre-veterinary Programs

** * Pre-Law is open to students from any major
Walsh University General Education Curriculum

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

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

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

Bachelor Degree General Education Core Curriculum Requirements

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

Proficiency levels are as follows:
(Proficiencies fulfilled by placement test or completion of course.)
English - ENG 102: Reading and Writing Connections
Foreign Language - the 102 level of a chosen language.
Mathematics - MATH 104: Algebra II

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

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

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

TIER I REQUIREMENTS – (Theology, Humanities, Letters, Fine Arts, and Sciences)*
(Total of 24 CREDITS)
Select one course from each: Theology, Humanities, Letters and Fine Arts. (See course list.)
THEO (3)
PHIL (3)
HIST (3)
ENG (Literature) (3)
ART or MUSIC (3)
Select one 3 credit hour science course; plus two Social and Behavioral Science courses (from two different disciplines: Government and Foreign Affairs, Economics, Psychology and/or Sociology).
SCIENCE (3)
S/BSC (3)
S/BSC (3)

TIER II REQUIREMENTS**
(Total of 12 CREDITS)
Courses must be taken sequentially. Select one course each from the course lists.
Heritage Series.
I. 21st Century Challenges (3)
IIa. Religious Traditions (3)
IIb. Liberal Arts Traditions (3)
III. The Response to the Challenges (3)
TIER I (THEOLOGY, HUMANITIES, LETTERS, FINE ARTS AND SCIENCES)*

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

TIER II (THE HERITAGE SERIES)**

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

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

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

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

Students take one course in each phase.

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

Heritage 2a and b – How Did We Get Here? Historical Roots of Contemporary Problems – The focus of the Heritage 2 courses is on the past, and how an understanding of the western intellectual and religious traditions is vital to understanding the world’s contemporary challenges. Students will take two courses in this phase:

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

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

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

DIVERSITY APPLICATIONS

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

SERVICE LEARNING APPLICATIONS

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

• Is conducted in and meets the needs of a community

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

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

**Tier I Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>ART 101</td>
<td>The History of Art</td>
<td>(3)</td>
</tr>
<tr>
<td>ART 102</td>
<td>Visual Order</td>
<td>(3)</td>
</tr>
<tr>
<td>ART 103</td>
<td>Drawing</td>
<td>(3)</td>
</tr>
<tr>
<td>ART 207</td>
<td>Modern Art</td>
<td>(3)</td>
</tr>
<tr>
<td>ART 208</td>
<td>Graphic Novels as Art and Literature</td>
<td>(3)</td>
</tr>
<tr>
<td>ART 210</td>
<td>Special Topics in Art History</td>
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<td>ART 220</td>
<td>Special Topics in Art</td>
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<tr>
<td>BIO 101</td>
<td>Principles of Biology I</td>
<td>(3)</td>
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<td>CHEM 101</td>
<td>Principles of Chemistry I</td>
<td>(3)</td>
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<td>CHEM 109</td>
<td>General, Organic, and Biochemistry</td>
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<tr>
<td>ECON 203</td>
<td>Global Micro-Economics</td>
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<td>ECON 205</td>
<td>Introduction to Economics</td>
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<tr>
<td>ENG 200</td>
<td>Introduction to Literature</td>
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<tr>
<td>ENG 200-1</td>
<td>Studies in Short Fiction</td>
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<td>ENG 200-2</td>
<td>Issues of Equity/Race and Gender</td>
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<td>ENG 200-3</td>
<td>Body in Pain</td>
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<td>Money and Success</td>
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<td>ENG 200-5</td>
<td>Introduction to Drama</td>
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<td>ENG 200-6</td>
<td>On Food</td>
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<tr>
<td>ENG 201</td>
<td>British Lit I</td>
<td>(3)</td>
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<tr>
<td>ENG 202</td>
<td>British Lit II</td>
<td>(3)</td>
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<tr>
<td>ENG 203</td>
<td>World Lit I</td>
<td>(3)</td>
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<tr>
<td>ENG 204</td>
<td>World Lit II</td>
<td>(3)</td>
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<td>ENG 205</td>
<td>Survey of U. S. Lit I</td>
<td>(3)</td>
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<tr>
<td>ENG 206</td>
<td>Survey of U.S Lit II</td>
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<tr>
<td>ENG 207</td>
<td>Literature and Gender Theory</td>
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<td>GFA 103</td>
<td>American Government</td>
<td>(3)</td>
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<tr>
<td>GFA 209</td>
<td>World Regional Geography</td>
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<tr>
<td>HIST 101</td>
<td>World Civilization to 1500</td>
<td>(3)</td>
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<tr>
<td>HIST 102</td>
<td>World Civilization 1500 to the present</td>
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<tr>
<td>HIST 103</td>
<td>History of the U.S. to 1877</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 104</td>
<td>History of the U.S. since 1877</td>
<td>(3)</td>
</tr>
<tr>
<td>HON 101H</td>
<td>Honors History: World Civilization to 1500</td>
<td>(3)</td>
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<tr>
<td>HON 102H</td>
<td>Honors History: World Civilization from 1500</td>
<td>(3)</td>
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<tr>
<td>HON 104H</td>
<td>Honors: The History of Christianity</td>
<td>(3)</td>
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<tr>
<td>HON 105H</td>
<td>Honors: The History of Science</td>
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</tr>
<tr>
<td>HON 203H</td>
<td>Honors: World Literature I to 1500</td>
<td>(3)</td>
</tr>
<tr>
<td>HUM 225</td>
<td>Art and Culture of Rome (taught in Rome)</td>
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<tr>
<td>MUS 102</td>
<td>Understanding Music</td>
<td>(3)</td>
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<tr>
<td>MUS 202</td>
<td>American Musical Theater</td>
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<td>Plants: Food, Medicine and Textiles</td>
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<td>Introduction to Forensic Science</td>
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<td>Microbes and Society</td>
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<td>NS 210</td>
<td>Astronomy and Planetary Science</td>
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<td>NS 215</td>
<td>Forensic Chemistry</td>
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The science courses listed above with labs (BIO 101, CHEM 101 & CHEM 109) count as Tier 1 courses, but students should only take these if they have significant science and math preparation from high school. Otherwise, non-science majors should take courses designated as NS (listed above) to fulfill their three-credit hour science requirement for the core curriculum.
Nursing, science, and undecided majors who change their majors can substitute a non-Tier I science course to fulfill the Tier I science requirement, only if they have completed and passed this course.

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<td>Psychology of Violence</td>
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<td>Juvenile Crimes and Justice</td>
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**Tier II Courses**

**Heritage I: 21st Century Challenges**

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<td>The Legacies of Custer &amp; Crazy Horse</td>
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<td>Beauty &amp; Desire: Pursuing the Aesthetic Ideal</td>
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<td>Green Mythologies: Studies in Literary Ecology</td>
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**Heritage 2a: Religious Traditions**

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<td>Theological Themes in Literature</td>
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<td>Principles of Justice and Peace</td>
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**Heritage 2b: Liberal Arts Traditions**

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**Heritage 3: The Responses to the Challenges**

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<tr>
<td>HON 301H</td>
<td>Honors Seminar</td>
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</tr>
<tr>
<td>JS 211</td>
<td>Early Judaism: Foundations of Christianity</td>
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<tr>
<td>JS 315</td>
<td>Repairing a Broken World: Jewish Values that Heal</td>
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<tr>
<td>LSJ 350</td>
<td>Social Change II: Mobilizing Action Plans</td>
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<tr>
<td>PEAC 301</td>
<td>Conflict Resolution</td>
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</table>
PHIL 304 Bioethics (3)
PSYCH 460 Senior Research Project (3)
THEO 302 Liturgy and Sacraments (3)
THEO 310 Christian Spirituality (3)
THEO 320 Repairing a Broken World: Jewish Values That Heal (3)
THEO 408 Seminar: Topics in Theology (3)

*Taught in Rome

Diversity Courses (DV)

Tier I - DV

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>History of Art</td>
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<tr>
<td>ECON 205</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>Exceptionalities and Multiculturalism in a Global Society</td>
</tr>
<tr>
<td>ENG 200-2</td>
<td>Created Equal: Issues of Gender and Race</td>
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<tr>
<td>ENG 200-3</td>
<td>The Body in Pain: The Language of Illness and Suffering</td>
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<tr>
<td>ENG 207</td>
<td>Lit &amp; Gender Theory</td>
</tr>
<tr>
<td>GFA 103</td>
<td>American Government</td>
</tr>
<tr>
<td>GFA 209</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilizations to 1500</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World Civilizations since 1500</td>
</tr>
<tr>
<td>HIST 103</td>
<td>U.S. History to 1860</td>
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<td>HIST 104</td>
<td>U.S. History Since 1860</td>
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<td>MUS 202</td>
<td>American Musical Theater</td>
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<td>MUS 203</td>
<td>History of Blues and Jazz</td>
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<td>NS 101</td>
<td>Science and Contemporary Health Issues</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Philosophy of Human Nature</td>
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<td>PHIL 203</td>
<td>Moral Philosophy</td>
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<td>PSYCH 210</td>
<td>Human Development Across the Lifespan</td>
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<td>PSYCH 230</td>
<td>Human Sexuality</td>
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<td>SOC 204</td>
<td>Social Problems</td>
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<td>SOC 205</td>
<td>Social and Cultural Diversity</td>
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<td>SPAN 322</td>
<td>Latin American Film</td>
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Tier II - DV

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<tr>
<td>ECON 301</td>
<td>World Politics <em>(formerly Global Economic Perspectives)</em></td>
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<tr>
<td>ENG 315-2</td>
<td>American Indian Literature/Environmental Justice</td>
</tr>
<tr>
<td>GFA 213</td>
<td>Comparative Politics</td>
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<tr>
<td>GFA 301</td>
<td>World Politics <em>(formerly International Politics)</em></td>
</tr>
<tr>
<td>GFA 323</td>
<td>Public Policy</td>
</tr>
<tr>
<td>GFA 405</td>
<td>Civil Rights and Liberties</td>
</tr>
<tr>
<td>HIST 318</td>
<td>The Industrial Revolution in the World</td>
</tr>
<tr>
<td>HON 204</td>
<td>World Literature II</td>
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<td>JS 211</td>
<td>Early Judaism: Foundations of Christianity</td>
</tr>
<tr>
<td>JS 290</td>
<td>Hate Groups and Violence</td>
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<tr>
<td>PE 263</td>
<td>Personal and Community Health</td>
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<tr>
<td>PHIL 255</td>
<td>A Philosophy of Human Sexuality</td>
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<td>PHIL 303</td>
<td>Philosophy of Art</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>Social and Political Philosophy</td>
</tr>
<tr>
<td>PSYCH 307</td>
<td>Cross-Cultural Psychology</td>
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<tr>
<td>PSYCH 310</td>
<td>Gender</td>
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<tr>
<td>PSYCH 340</td>
<td>Addictions</td>
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<tr>
<td>SOC 202</td>
<td>Cultural Anthropology</td>
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<tr>
<td>SOC 301</td>
<td>Women and the Criminal Justice System <em>(formerly Women in Prison)</em></td>
</tr>
<tr>
<td>SOC 303</td>
<td>Marriage, Family and Intimacy <em>(formerly Family Systems)</em></td>
</tr>
<tr>
<td>SOC 304</td>
<td>Urban Sociology</td>
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<tr>
<td>SOC 307</td>
<td>Death, Dying and Bereavement</td>
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<tr>
<td>SOC 311</td>
<td>Health and Illness <em>(formerly Health, Healing and Wellness)</em></td>
</tr>
<tr>
<td>SOC 314</td>
<td>Sociology of Aging <em>(formerly Critical Issues in Adult Development)</em></td>
</tr>
<tr>
<td>SOC 490-1</td>
<td>Ugandan Experience</td>
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<tr>
<td>THEO 205</td>
<td>The Church in the Modern World</td>
</tr>
<tr>
<td>THEO 207</td>
<td>African-American Religion</td>
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</table>

Other Diversity Courses

The following diversity courses do not fulfill Tier I or Tier II requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BSC 301</td>
<td>Social Psychology</td>
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<tr>
<td>BSC 360</td>
<td>Counseling and Interviewing Processes</td>
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<tr>
<td>BSC 430</td>
<td>Applied Behavioral Science Seminar</td>
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<td>BSC 440</td>
<td>Applied Behavioral Science Internship</td>
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<tr>
<td>BSC 526</td>
<td>Group Process</td>
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<tr>
<td>BSC 560</td>
<td>Introduction to Counseling and the Counseling Profession</td>
</tr>
<tr>
<td>BIO 402</td>
<td>Genetics</td>
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<tr>
<td>BUS 304</td>
<td>Management of Organizations and Behavior</td>
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<tr>
<td>BUS 309</td>
<td>Consumer Behavior</td>
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<tr>
<td>BUS 318</td>
<td>Human Resource Foundations</td>
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<tr>
<td>BUS 385</td>
<td>Business Internship</td>
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<td>CHEM 390</td>
<td>Chemistry Internship</td>
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<tr>
<td>COM 290</td>
<td>Race, Gender and Power in the Mass Media</td>
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<tr>
<td>FREN 321</td>
<td>French Civilization and Culture</td>
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<td>GFA 207</td>
<td>Campaigns and Elections</td>
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<tr>
<td>HIST 225</td>
<td>The African-American Experience</td>
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<td>HIST 227</td>
<td>Women in United States History</td>
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<td>HIST 336</td>
<td>Modern Latin America</td>
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<tr>
<td>HIST 337</td>
<td>The Modern Middle East</td>
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<tr>
<td>HIST 338</td>
<td>History of Africa</td>
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<td>HIST 410</td>
<td>Aspects of East Asian Civilization</td>
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<tr>
<td>HUM 220</td>
<td>Foundations of Interdisciplinary Study</td>
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<tr>
<td>MATH 110</td>
<td>Mathematics in the World</td>
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<td>MATH 120</td>
<td>Ethnomathematics</td>
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<td>MATH 130</td>
<td>Mathematics and the Environment</td>
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<tr>
<td>NURS 230</td>
<td>Health Assessment for Nursing Practice</td>
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<td>NURS 320</td>
<td>Nursing to Promote Mental Health</td>
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<tr>
<td>NURS 330</td>
<td>Nursing of Acutely Ill Adults I</td>
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<tr>
<td>NURS 335</td>
<td>Nursing of Acutely Ill Adults II</td>
</tr>
<tr>
<td>NURS 340</td>
<td>Nursing with Families I</td>
</tr>
<tr>
<td>NURS 420</td>
<td>Nursing with Aggregates</td>
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<tr>
<td>PE 110</td>
<td>Lifestyle Health and Fitness</td>
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<td>PSYCH 401</td>
<td>Abnormal Psychology</td>
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<td>PSYCH 426</td>
<td>Group Process</td>
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<tr>
<td>SPAN 321</td>
<td>Latin American Civilization and Culture</td>
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<td>SPAN 406</td>
<td>Definitions of Gender in Hispanic Culture</td>
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<tr>
<td>SPAN 408</td>
<td>Advanced Reading and Conversation on Recent Issues in Hispanic Culture</td>
</tr>
<tr>
<td>THEO 105</td>
<td>Comparative Religions</td>
</tr>
<tr>
<td>THEO 402</td>
<td>Social Ministry</td>
</tr>
</tbody>
</table>
THE DEVILLE SCHOOL OF BUSINESS

Dr. Carole Mount, Dean

MISSION

The Walsh University DeVille School of Business prepares graduates to be successful, ethical practitioners in a dynamic and global environment and to be leaders in service to others.

The DeVille School of Business graduate and undergraduate programs accomplish this through:

- Teaching excellence in the Judeo-Christian tradition,
- Practical applications informed by knowledge,
- A rigorous curriculum emphasizing ethics and development of professional and personal skills, and
- Close student-faculty-business interaction.

VISION

Grounded by the vision of Walsh’s founders, the DeVille School of Business aspires to be the region’s premier choice for business education supported by an outstanding faculty and the community – integrating sustainability, social responsibility, service, globalism, and innovation – all culminating in AACSB accreditation.

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.

Center for Business Collaboration (CBC)

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

Specifically, the CBC

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

MBA Prep Series Courses

An undergraduate business major requiring additional elective credits may elect to take, with the counsel and support of his/her academic advisor, the MBA Prep Series courses. Registration in these courses is limited, requiring the review and approval of the Director of the MBA Program. Completion of the MBA Prep Series courses is no guarantee of admission into the MBA Program.
ASSOCIATES DEGREE MAJOR REQUIREMENTS – THE DEVILLE SCHOOL OF BUSINESS

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

ASSOCIATE OF ARTS (33 SEM. HRS.)

Business Core (33 sem. hrs.)
BUS 110 Integrative Business Experience I (3)
BUS 111 Integrative Business Experience II (3)
BUS 112 Business Ethics in a Global Environment (3)
BUS 113 Communication in a Multicultural Environment (3)
BUS 231 Legal, Social, Global Environment (3)
BUS 233 Marketing in a Global Environment (3)
BUS 360 Management in a Global Environment (3)
BUS 363 Financial Management in a Global Environment (3)
MATH 155 Elementary Functions (3)
ENG 102 Composition I – Reading and Writing Connections (3)
ECON 205 TI: Introduction to Economics (3)

Competency in Computer Applications demonstrated through a competency exam.

ACCOUNTING MAJOR (A.A.)

Business Core (33 sem. hrs.) See above

Accounting Major (18 sem. hrs.)
BUS 230 Financial/Managerial Accounting (3)
BUS 371 Intermediate Accounting I (3)
BUS 372 Intermediate Accounting II (3)
BUS 423 Federal Tax I, Individual (3)
BUS 424 Federal Tax II, Corporate and Partnerships (3)
BUS 434 Auditing (3)

GLOBAL BUSINESS MAJOR (A.A.)

Business Core (33 sem. hrs.) See above

Global Business (18 sem. hrs.)
BUS 308 Global Integrated Marketing Communication (3)
BUS 337 eCommerce in a Global Environment (3)
BUS 351 Global Finance (3)
BUS 410 Global Management and Culture (3)
ECON 301 Global Economic Perspectives (3)
ECON 320 International Trade and Finance (3)

MANAGEMENT MAJOR (A.A.)

Business Core (33 sem. hrs.)

Management (18 sem. hrs.)
BUS 230 Financial/Managerial Accounting (3)
BUS 318 Human Resource Foundations in Global Organizations (3)
BUS 319 Negotiations in a Global Environment (3)
BUS 361 Project Management/Global Business Systems (3)
BUS 418 Team Management and Global Leadership Seminar (3)
BUS 448 Sustainability Achieved Through Organization Change and Development (3)

MARKETING MAJOR (A.A.)

Business Core (33 sem. hrs.)

Marketing (18 sem. hrs.)
BUS 308 Global Integrated Marketing Communication (3)
BUS 309 Multicultural Consumer Behavior (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 416</td>
<td>Marketing Strategy &amp; Management</td>
<td>(3)</td>
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<tr>
<td>BUS 430</td>
<td>Social Media</td>
<td>(3)</td>
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</table>

**ELECTIVES: Choose 2 (3 sem. hrs. ea.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BUS 337</td>
<td>eCommerce in a Global Environment</td>
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<td>BUS 441</td>
<td>Product Development and Innovation</td>
<td>(3)</td>
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<tr>
<td>BUS 442</td>
<td>Branding and Brand Management</td>
<td>(3)</td>
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</tbody>
</table>
BACHELOR’S DEGREE MAJOR REQUIREMENTS – THE DEVILLE SCHOOL OF BUSINESS

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

Requirements for Advancement to BCP II and Commencement of Major Coursework

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

Graduation from the University with a BA in Business requires

- Successful completion of DSoB program requirements,
- GPA in DSoB BCP I coursework of 2.50 or higher.
- GPA in DSoB BCP II coursework of 2.75 or higher.
- GPA in major coursework of 3.0 or higher.
- Overall cumulative GPA of 2.0 or higher.

Business Core Program I (BCP I) (33 Credit Hours)

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BUS 110</td>
<td>Integrative Business Experience I</td>
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<tr>
<td>BUS 111</td>
<td>Integrative Business Experience II</td>
<td>(3)</td>
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<tr>
<td>BUS 112</td>
<td>Business Ethics in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 113</td>
<td>Communication in a Multicultural Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 230</td>
<td>Financial/Managerial Accounting</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 231</td>
<td>Legal, Social, Global Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
<td>(3)</td>
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<td>BUS 233</td>
<td>Marketing in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>ECON 203</td>
<td>TI: Global Micro Economics</td>
<td>(3)</td>
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<td>ECON 204</td>
<td>Global Macro Economics</td>
<td>(3)</td>
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<tr>
<td>MATH 155</td>
<td>Elementary Functions I</td>
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Business Core Program II (BCP II) (21 Credit Hours)

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<tr>
<td>BUS 360</td>
<td>Management in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 361</td>
<td>Project Management/Global Business Systems</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 362</td>
<td>Global Information Systems</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Financial Management in a Global Environment</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 364</td>
<td>Research Methods and Design</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 400</td>
<td>CBC Experience</td>
<td>(3)</td>
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<tr>
<td>BUS 465</td>
<td>Integrative Global Business Experience III (Capstone Experience)</td>
<td>(3)</td>
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</tbody>
</table>

ACCOUNTING (B.A.)

BCP I + BCP II (54 sem. hrs.)

Accounting Major Requirements (B.A.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 371</td>
<td>Intermediate Accounting I</td>
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<tr>
<td>BUS 372</td>
<td>Intermediate Accounting II</td>
<td>(3)</td>
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<tr>
<td>BUS 373</td>
<td>Managerial Accounting</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Federal Tax I, Individual</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 424</td>
<td>Federal Tax II, Corporate and Partnerships</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 434</td>
<td>Auditing</td>
<td>(3)</td>
</tr>
</tbody>
</table>
BUS 470  Advanced Accounting I  (3)
BUS 471  Advanced Accounting II  (3)

**Recommended Electives:**
BUS 435  Advanced Auditing  (3)
BUS 425  Accounting Software Systems  (3)
BUS 345  Fraud Examination  (3)

**GLOBAL BUSINESS (B.A.)**

**BCPI + BCPII (54 sem. hrs.)**

**Global Business Major Requirements (B.A.)**

**(18 sem. hrs.)**

- BUS 308  Global Marketing and Communication  (3)
- BUS 337  eCommerce in a Global Environment  (3)
- BUS 351  Global Finance  (3)
- BUS 410  Global Management and Culture  (3)

**ELECTIVES: Choose 2 (3 sem. hrs. ea.)**

- BUS 385-1  Internship: Global Focus  (3)
- ECON 301  Global Economic Perspectives  (3)
- ECON 320  International Trade and Finance  (3)
- GFA 415  International Law  (3)
- GFA 409  International Political Economy  (3)

**MANAGEMENT (B.A.)**

**BCPI + BCPII (54 sem. hrs.)**

**Management Major Requirements (B.A.)**

**(18 sem. hrs.)**

- BUS 318  DV: Human Resource Foundations in Global Organizations  (3)
- BUS 319  Negotiations in a Global Environment  (3)
- BUS 417  Operations Management  (3)
- BUS 418  Team Management and Global Leadership Seminar  (3)
- BUS 448  Sustainability Achieved through Organization Change and Development  (3)
- PSYCH 240  Industrial/Organizational Psychology  (3)

**MARKETING (B.A.)**

**BCPI + BCPII (54 sem. hrs.)**

**MARKETING MAJOR REQUIREMENTS (B.A.)**

**(18 sem. hrs.)**

- BUS 308  Global Integrated Marketing Communication  (3)
- BUS 309  DV: Multicultural Consumer Behavior  (3)
- BUS 311  Marketing Research  (3)
- BUS 416  Marketing Strategy and Management  (3)
- BUS 430  Social Media  (3)

**ELECTIVES: Choose 1 (3 sem. hrs. ea.)**

- BUS 337  eCommerce in a Global Environment  (3)
- BUS 385  Internship  (3)
- BUS 441  Product Development and Innovation  (3)
- BUS 442  Branding and Brand Management  (3)

**CPA Readiness Program**

The State of Ohio Accountancy Board requires candidates sitting for the Certified Public Accountant examination to document successful completion of 150 academic credit hours at either the undergraduate or undergraduate/graduate level. Upon completion of Walsh University’s accounting major requirements, students will have completed close to 125 credit hours for graduation. The CPA readiness addresses the 25 credit hour gap between Walsh accounting major requirements and the Ohio Accountancy Board requirements of 150 hours.

The DeVille School of Business developed several options. The additional hours could be applied towards a second major or minor. Also, three accounting electives are offered. A few suggestions are listed below.

The accounting major opting for the CPA Readiness Program would proceed through the accounting curriculum consistent with an accounting major without CPA aspirations. However, upon graduation with the additional elective course work, an accounting major who follows the CPA Readiness Program would meet the Ohio Accountancy Board requirements to sit for the CPA exam.
ACCOUNTING MAJOR REQUIREMENTS

Business Core Program I (33 Credit Hours)
BUS 110  Integrative Business Experience I (3)
BUS 111  Integrative Business Experience II (3)
BUS 112  Business Ethics in a Global Environment (3)
BUS 113  Communication in a Multicultural Environment (3)
BUS 230  Financial/Managerial Accounting (3)
BUS 231  Legal, Social, Global Environment (3)
BUS 232  Information Analysis (3)
BUS 233  Marketing in a Global Environment (3)
ECON 203  TI: Global Micro Economics (3)
ECON 204  Global Macro Economics (3)
MATH 155  Elementary Functions

Business Core Program II (21 Credit Hours)
BUS 360  Management in a Global Environment (3)
BUS 361  Project Management/Global Business Systems (3)
BUS 362  Global Information Systems (3)
BUS 363  Financial Management (3)
BUS 364  Research Methods and Design (3)
BUS 400  CBC Experience (3)
BUS 465  Integrative Global Business Experience III (Capstone Experience) (3)

ACCOUNTING (B.A.)
BCPI + BCPII (54 sem. hrs.)

Accounting Major Requirements (B.A.)
Business (24 sem. hrs.)
BUS 371  Intermediate Accounting I (3)
BUS 372  Intermediate Accounting II (3)
BUS 373  Managerial Accounting (3)
BUS 423  Federal Tax I, Individual (3)
BUS 424  Federal Tax II, Corporate and Partnerships (3)
BUS 434  Auditing (3)
BUS 470  Advanced Accounting I (3)
BUS 471  Advanced Accounting II (3)

Recommended Electives
BUS 345  Fraud Examination (3)
BUS 425  Accounting Software Systems (3)
BUS 435  Advanced Auditing (3)

POSSIBLE SECOND MAJOR CHOICES AND REQUIREMENTS

ACCOUNTING MAJOR / MANAGEMENT MAJOR
(18 sem. hrs.)

Additional Courses
BUS 318  DV: Human Resource Foundations in Global Organizations (3)
BUS 319  Negotiations in a Global Environment (3)
BUS 417  Operations Management (3)
BUS 418  Team Management and Global Leadership Seminar (3)
BUS 448  Sustainability Achieved through Organization Change and Development (3)
PSYCH 240  Industrial/Organizational Psychology (formerly Inside the Organization) (3)

ACCOUNTING MAJOR / MARKETING MAJOR
(24 sem. hrs.)

Additional Courses
BUS 308  Global Integrated Marketing Communication (3)
BUS 309  DV: Multicultural Consumer Behavior (3)
BUS 311  Marketing Research (3)
BUS 400  CBC Experience (3)
BUS 416  Marketing Strategy and Management (3)
BUS 430  Social Media (3)
### ELECTIVE – CHOOSE 1 (3 sem. hr.)
- BUS 337  
  eCommerce in a Global Environment  
- BUS 385  
  Business Internship  
- BUS 441  
  Product Development and Innovation  
- BUS 442  
  Branding and Brand Management

### ACCOUNTING MAJOR/ GLOBAL BUSINESS MAJOR
(21 sem. hrs.)

**Additional Courses**
- BUS 337  
  eCommerce in a Global Environment  
- BUS 351  
  Global Finance  
- BUS 308  
  Global Marketing and Communications  
- BUS 410  
  Global Management and Culture

**ELECTIVES: Choose 2 (3 sem. hrs. ea.)**
- BUS 385-1  
  Internship: Global Focus  
- ECON 301  
  H2B: Global Economic Perspectives  
- ECON 320  
  International Trade and Finance  
- GFA 415  
  International Law  
- GFA 409  
  International Political Economy

### ACCOUNTING MAJOR / COMMUNICATION MINOR
(18 sem. hrs.)

**Additional Courses**
- COM 210  
  Mass Communication and Society  
- COM 211  
  Speech  
- COM 250  
  Writing for Mass Media  
- COM  Electives

### ACCOUNTING MAJOR/ FORENSIC STUDIES MINOR
(18 sem. hrs.)

**Additional Courses**
- **Foundation Courses (9 sem. hrs.)**
  - NS 114  
    Introduction to Forensic Science  
  - PSYCH 200  
    Psychology of Violence  
  - SOC 305  
    Criminology  
- **ELECTIVES (9 sem. hrs.)**
  - BUS 345  
    Fraud Examination  
  - ENG 200-1  
    Studies in Short Fiction: The Detective Story  
  - ENG 318  
    Special Topics The Detective Novel  
  - NURS 250  
    Introduction to Forensic Nursing  
  - NS 215  
    Forensic Chemistry  
  - PSYCH 350-1  
    Special Topics: Forensic Psychology  
  - SOC 312  
    Victimology  

**Total Additional Hours** 15-18

### ACCOUNTING MAJOR/ SPANISH MINOR
(18 sem. hrs.)

**Additional Courses**
- **Required courses depend on student's entry level. SPAN 101-SPAN 102 not included.**
- SPAN 201-202  
  Intermediate Spanish I & II  
- SPAN 301-302  
  Advanced Spanish I & II  
- SPAN 307-321  
  Conversational Spanish/Latin American Civilization & Cultures  
- SPAN 300-400-level electives as needed

**Total Additional Hours** 18
# THE DEVILLE SCHOOL OF BUSINESS MINOR REQUIREMENTS

Core business courses are not required for minors.

**Computer competency required.**

**Accounting (21 sem. hrs.)**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BUS 111</td>
<td>Integrative Business Experience II</td>
<td>(3)</td>
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<tr>
<td>BUS 230</td>
<td>Financial/Managerial Accounting</td>
<td>(3)</td>
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<tr>
<td>BUS 371</td>
<td>Intermediate Accounting I</td>
<td>(3)</td>
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<tr>
<td>BUS 372</td>
<td>Intermediate Accounting II</td>
<td>(3)</td>
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<tr>
<td>BUS 373</td>
<td>Managerial Accounting</td>
<td>(3)</td>
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<tr>
<td>BUS 423</td>
<td>Federal Tax I, Individual</td>
<td>(3)</td>
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<tr>
<td>BUS 434</td>
<td>Auditing</td>
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**Business in a Global Environment (21 sem. hrs.)**

*Open to Non-Business Majors Only*

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>BUS 111</td>
<td>Integrative Business Experience II</td>
<td>(3)</td>
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<tr>
<td>BUS 233</td>
<td>Marketing in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 230</td>
<td>Financial/Managerial Accounting</td>
<td>(3)</td>
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<tr>
<td>BUS 360</td>
<td>Management in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 363</td>
<td>Financial Management in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>ECON 205</td>
<td>Intro to Economics</td>
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**Economics (18 sem. hrs.)**

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<tbody>
<tr>
<td>ECON 203</td>
<td>TI: Global Microeconomics</td>
<td>(3)</td>
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<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
<td>(3)</td>
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<tr>
<td>ECON 301</td>
<td>Global Economic Perspectives</td>
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</tr>
<tr>
<td>ECON 312</td>
<td>Money, Banking, and Monetary Policy</td>
<td>(3)</td>
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<tr>
<td>ECON 320</td>
<td>International Trade and Finance</td>
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<tr>
<td>ECON 322</td>
<td>Public Finance</td>
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**Entrepreneurship (21 sem. hrs.)**

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<td>BUS 111</td>
<td>Integrative Business Experience II</td>
<td>(3)</td>
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<tr>
<td>BUS 113</td>
<td>Communication in a Multicultural Environment</td>
<td>(3)</td>
</tr>
<tr>
<td>ECON 205</td>
<td>TI: Introduction to Economics (non-business majors)</td>
<td>(3)</td>
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<tr>
<td>OR</td>
<td>ECON 203</td>
<td>TI: Global Microeconomics (business majors)</td>
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<tr>
<td>BUS 381</td>
<td>Introduction to Entrepreneurship and Small Business Management</td>
<td>(3)</td>
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<td>BUS 382</td>
<td>Creativity and Innovation</td>
<td>(3)</td>
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<tr>
<td>BUS 483</td>
<td>Strategic Entrepreneurial Management</td>
<td>(3)</td>
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**Management (21 sem. hrs.)**

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<td>BUS 318</td>
<td>Human Resource Foundations in Global Organizations</td>
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<td>BUS 319</td>
<td>Negotiations in a Global Environment</td>
<td>(3)</td>
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<td>BUS 360</td>
<td>Management in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 361</td>
<td>Project Management/Global Business Systems</td>
<td>(3)</td>
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<tr>
<td>ECON 205</td>
<td>TI: Introduction to Economics</td>
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**Marketing (21 sem. hrs.)**

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<td>(3)</td>
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<tr>
<td>BUS 233</td>
<td>Marketing in a Global Environment</td>
<td>(3)</td>
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<tr>
<td>BUS 308</td>
<td>Global Integrated Marketing Communication</td>
<td>(3)</td>
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<td>BUS 309</td>
<td>DV: Multicultural Consumer Behavior</td>
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<tr>
<td>BUS 430</td>
<td>Social Media</td>
<td>(3)</td>
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<tr>
<td>ECON 203 or</td>
<td>Global Microeconomics or Introduction to Economics</td>
<td>(3)</td>
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<tr>
<td>ECON 205</td>
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*Choice of one:*

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<td>eCommerce in a Global Environment</td>
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<tr>
<td>BUS 385</td>
<td>Internship</td>
<td>(3)</td>
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<tr>
<td>BUS 441</td>
<td>Product Development</td>
<td>(3)</td>
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<tr>
<td>BUS 442</td>
<td>Branding and Brand Management</td>
<td>(3)</td>
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<tr>
<td>COM 330</td>
<td>Desktop Publishing</td>
<td>(3)</td>
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<tr>
<td>COM 360</td>
<td>Intro to Advertising and Public Relations</td>
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BUSINESS COURSES (BUS)

BUS 106 Electronic Spreadsheet Applications 1 sem. hr.
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. Prerequisite: Test out.

BUS 107 Electronic Slideshow Applications 1 sem. hr.
This course introduces students to the development, use, and application of an electronic slideshow in business analysis and decision making. The course emphasizes hands-on experience with applying the electronic slideshow. Prerequisite: Test out.

BUS 110 Integrative Business Experience I 3 sem. hrs.
This course introduces students to the global aspects of management and marketing, in both the classroom and experiential learning environments. The relationship between management and marketing is addressed, focusing on how both disciplines are part of a larger system that is responsible for the sustainability of an organization. Offered Fall and Spring semesters.

BUS 111 Integrative Business Experience II 3 sem. hrs.
This course introduces students to the global aspects of accounting and finance, in both the classroom and experiential learning environments. The relationship between accounting and finance will be addressed, focusing on how both disciplines are part of a larger system that is responsible for the sustainability of an organization. Offered Fall and Spring semester.

BUS 112 Business Ethics in a Global Environment 3 sem. hrs.
This course addresses the general principles and standards of ethics and Judeo-Christian values applied to businesses and not-for-profit organizations in a global environment. Case study analyses are used to develop critical thinking skills and personal reflections on challenging issues. Offered Fall and Spring semester.

BUS 113 Communication in a Multicultural Environment 3 sem. hrs.
This course helps students learn how to communicate more effectively in the multicultural business environment. Students focus on developing tools and skill sets to aid in such cross-cultural experiences: resumes, mock-interviews, group projects, crisis management activities, etc. Prerequisite: ENG 102 or Placement. Offered Fall and Spring semesters.

BUS 216 Financial/Managerial Accounting 3 sem. hrs.
This course builds on financial accounting concepts, providing emphasis cash, accounts receivable, inventories, and fixed assets. The class also introduces the student to managerial accounting. Prerequisite: BUS 111. Offered Fall and Spring semesters.

BUS 230 Legal, Social, Global Environment 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. Prerequisite: BUS 112. Offered Fall and Spring semesters.

BUS 231 Information Analysis 3 sem. hrs.
This course introduces and applies the statistical methods and analytical skills needed to address real-world business and economic decision making. Emphasis is placed on how to obtain data, interpret data, and use computer applications to supplement data analysis and reporting. Prerequisite: MATH 155, Excel Competency. Offered Fall and Spring semesters.

BUS 232 Marketing in a Global Environment 3 sem. hrs.
This course introduces students to the field of marketing in the global business environment. Students learn how to apply marketing theory and develop marketing strategies in both domestic and international business situations. Prerequisite: BUS 110. Offered Fall and Spring semesters. Replaces BUS 216.

BUS 233 Multicultural Consumer Behavior 3 sem. hrs.
This course builds upon the students’ understanding of marketing and communication concepts. Emphasis is placed on analysis and integration of communication tools and promotion mix techniques across different cultures, all within a global business environment. Prerequisite BCPII Status: BUS 233 for minor and AA. Offered Fall and Spring.

BUS 234 Management of Organizations and Behavior I 2 sem. hrs.
This course addresses the first half of BUS 304. Prerequisites: Junior status, ENG 240 or 60 credit hours. (DSoB supports degree completion program offered through the School for Professional Studies.)

BUS 235 Management of Organizations and Behavior II 2 sem. hrs.
This course addresses the second half of BUS 304. Prerequisites: Junior status, ENG 240 or 60 credit hours. (DSoB supports degree completion program offered through the School for Professional Studies.)

BUS 308 Global Integrated Marketing Communications 3 sem. hrs.
This course introduces students to the development, use, and application of electronic slide show in business analysis and decision making. The course emphasizes hands-on experience with applying the electronic slideshow. Prerequisite: Test out.

BUS 309 Business Ethics in a Global Environment 3 sem. hrs.
This course addresses the general principles and standards of ethics and Judeo-Christian values applied to businesses and not-for-profit organizations in a global environment. Case study analyses are used to develop critical thinking skills and personal reflections on challenging issues. Offered Fall and Spring semester.

BUS 310 Human Resource Foundations in Global Organizations 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. Prerequisite: MATH 155, Excel Competency. Offered Fall and Spring semesters.

BUS 311 Marketing Research 3 sem. hrs.
This course introduces 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. Prerequisites: BCPII Status: BUS 216 or BCPII Status. BUS 233 for minor and AA. Offered Fall semester.

BUS 313 Management of Organizations and Behavior I 2 sem. hrs.
This course addresses the first half of BUS 304. Prerequisites: Junior status, ENG 240 or 60 credit hours. (DSoB supports degree completion program offered through the School for Professional Studies.)

BUS 314 Management of Organizations and Behavior II 2 sem. hrs.
This course addresses the second half of BUS 304. Prerequisites: Junior status, ENG 240 or 60 credit hours. (DSoB supports degree completion program offered through the School for Professional Studies.)

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 363. Offered Fall and Spring semesters.

BUS 316 Human Resource Foundations in Global Organizations 3 sem. hrs.
This course addresses the first half of BUS 304. Prerequisites: Junior status, ENG 240 or 60 credit hours. (DSoB supports degree completion program offered through the School for Professional Studies.)

BUS 317 Management of Organizations and Behavior II 2 sem. hrs.
This course addresses the second half of BUS 304. Prerequisites: Junior status, ENG 240 or 60 credit hours. (DSoB supports degree completion program offered through the School for Professional Studies.)
BUS 319 Negotiations in a Global Environment 3 sem. hrs.
This course explores the process and dynamics of the numerous negotiations and conflict resolution efforts occurring continuously within organizations. It reviews the major concepts and theories of the psychology of bargaining and negotiations and handling of group conflicts. This course utilizes cases and simulation exercises. Prerequisite: BCPII Status or BUS 318, BUS 318 for minor and A.A. Offered Spring semester.

BUS 320 Quantitative Methods II, Decision Models 3 sem. hrs.
This course studies selected math-based models used by organization decision makers in analyzing frequently encountered decisions. The topics discussed in class include: decision theory, forecasting and time series analysis, linear programming, project scheduling and simulation. Prerequisite: BUS 220, ENG 240. (DSwB supports degree completion program offered through the School for Professional Studies.)

BUS 337 eCommerce in a Global Environment 3 sem. hrs.
As the internet continues to evolve, businesses must make a conscious decision whether or not to enter into the field of eCommerce. The course will integrate marketing and management elements by focusing on applying eCommerce within the business setting. Topics will include an introduction to eCommerce and eMarketplaces, internet consumer retailing, business-to-business eCommerce, and other eCommerce models and applications. Prerequisites: For major, BCPII Status; for minor or A.A., BUS 233.

BUS 345 Fraud Examination 3 sem. hrs.
This course focuses on the study of occupational fraud and abuse including strategies used to prevent, detect, investigate, and resolve fraudulent conduct in organizations. Offered Fall semester.

BUS 351 Global Finance 3 sem. hrs.
This course provides students with a focus on financial management in the global economy including international financial instruments, markets, and institutions. Students will analyze financial management challenges facing multinational organizations such as: financing foreign investment, financial control of foreign operations, evolving international payment systems, country-risk analysis, and the impact of interest rate and inflation fluctuation on an international scale. Prerequisites: BCPII Status and BUS 363 for minor. Offered Fall semester.

BUS 360 Management in a Global Environment 3 sem. hrs.
H1 DV: This course is a study of the principles of management and concepts of human behavior within organizations at the individual, group, and organizational level within a multicultural context. Students will apply theory from multiple perspectives to broaden work behavior and decision making capabilities. Topics included in the class are management across cultures, change management, motivation, team building, and leadership. Prerequisites: BCPII Status and BUS 360 for minor and A.A. Offered Fall and Spring semesters.

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. Prerequisites: BCPII Status and BUS 361 for minor and A.A. Offered Fall and Spring semesters.

BUS 362 Global Information Systems 3 sem. hrs.
This course presents the management of information technology resources in the context of global business organizations addressing strategic, technological, and organizational issues to support the effective integration of information and systems. Prerequisites: BCPII Status. Offered Fall and Spring semesters.

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; risk, return and valuation; capital budgeting; working capital management; and stock and bond valuation. Prerequisites: BCPII Status. BUS 111 for Minor. Offered Fall and Spring semesters.

BUS 364 Research Methods and Design 3 sem. hrs.
This course deals with understanding the importance and process of doing research, which is critical in today’s business environment. This course focuses on the steps of the research process needed for evaluating business decisions and academic inquiries. Emphasis is placed on developing and testing research questions using hypotheses testing, designing the research strategy and using quantitative and qualitative problem solving techniques while incorporating statistical software tools. Prerequisites: BCPII Status. Offered Fall and Spring semesters.

BUS 371 Intermediate Accounting I 3 sem. hrs.
This course is a study of advanced theory and problems in financial accounting. The income statement and balance sheet will be studied. Specific topics included are cash, accounts receivable, inventory and long-term assets. Prerequisite: BCPII Status with a grade of C or better in BUS 230. Offered Fall semester.

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 on the balance sheet. Specific topics covered include investments, short-term liabilities, bonds, leases and deferred taxes. Prerequisite: BCPII Status with a grade of C or better in BUS 371. Offered Spring semester.

BUS 373 Managerial Accounting 3 sem. hrs.
This course includes the study of costing systems-job, 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: BCPII Status with a grade of C or better in BUS 230. First offered Spring 2014.

BUS 381 Introduction to Entrepreneurship and Small Business Management 3 sem. Hrs.
This introductory course provides students with a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in our global economy. Students also address the unique problems faced by small businesses, including addressing the major challenges for smaller companies, and emphasizing significant differences between large and small enterprises. Prerequisites: BUS 110, BUS 111, BUS 113, and ECON 203 or ECON 203. Offered Spring semester.

BUS 382 Creativity and Innovation 3 sem. Hrs.
In this course, students examine the creative process and the management of this process. Students learn the basic features of the creative process, both short- and long-term, to enable understanding of a number of different psychological and cultural approaches to creativity. An emphasis will be placed on critical issues involved in managing creativity effectively. Prerequisites: BUS 110, BUS 111, BUS 113, and ECON 205 or ECON 203. Offered Fall semester.

BUS 385 Business Internship 2-12 sem. hrs.
DV: This experience involves supervised work experience which permits the student to link theory with current business practices. 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. Prerequisites: Junior status, completion of 24 hours in business; 2.5 GPA and permission of internship coordinator. Business majors may enroll for no more than twelve total credit hours, including hours earned from internships in other divisions. SPS students are not permitted to take this course.
BUS 385-1 Internship: Global Focus 3 sem. hrs.
This supervised work experience permits the student to link theory with current business practices and must have a global focus. Students intern receive practical learning experience outside the academic setting by becoming involved in the day-to-day global operations of a business. An on-the-job supervisor and a faculty member monitor and assess intern performance. Prerequisite: BCPII Status. Offered Fall and Spring semesters.

BUS 400 CBC Experience 3 sem. hrs.
This course prepares students for and provides students with real world experiences delivered in experiential learning frameworks. In part 1 (approximately one-third of the course), through in-class application of experiential learning exercises, the students prepare for real world collaboration with industry professionals. In part 2 (the remainder of the course), students participate in a real world experience where they will apply theories to practice under the guidance of industry professionals and faculty. Prerequisites: BUS 360, BUS 361, BUS 362, BUS 363, BUS 364, and senior status. Offered Fall and Spring semesters. First offered Fall 2014.

BUS 410 Global Management and Culture 3 sem. hrs.
This course uses an interdisciplinary approach to analyze the concepts of international management of functional operations, with emphasis on cultural and social responsibility issues, and the mix of organizational practices and people that can be the basis of sustainable competitive advantage. The focus is on evaluating the growing economic interdependence of nations and its impact on managerial and corporate policy decisions that transcend national boundaries. Prerequisites: BCPII Status and BUS 360. First offered Fall 2014.

BUS 415 Advanced Investments 3 sem. hrs.
This course addresses advanced knowledge in securities investing. Topics will include advanced technical analysis, identifying investment opportunities, strategies for reducing risk, investment and trading strategies. Students will construct and optimize a risk managed portfolio of investments applying Markowitz Portfolio Theory and experience hands-on dynamic and interactive real-time computer simulations to implement advanced trading strategies. Prerequisite: BUS 315 or permission of the instructor. Offered as needed.

BUS 416 Marketing Strategy & Management 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, or 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: BUS 311 or BCPII Status and BUS 308, BUS 309, BUS 311, and senior status. Offered Spring semester.

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: BCPII status or BUS 320. Offered Spring semester.

BUS 418 Team Global Management and Leadership Seminar 3 sem. hrs.
Senior seminar is designed to examine and evaluate existing theories of leadership and of team processes and to survey new developments in the field. The course utilizes a workshop setting to develop each student's leadership and team management skills and abilities. Prerequisite: BUS 319 or BCPII Status and BUS 360 BUS 360 for minor; BUS 318 for A.A. Offered Fall semester.

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 for the course include income and exclusion, deductions, losses, credits, and property transactions. Prerequisites: BUS 212 with a grade of C or better or BCPII Status and BUS 372 with a grade of C or better, BUS 372 for A.A. Offered Fall semester.

BUS 424 Federal Tax II, Corporate and Partnerships 3 sem. hrs.
This course studies the federal tax law as it applies to corporations, partnerships, and estates. The course emphasizes the preparation of corporate, partnership and estate tax returns, formation of corporations, earnings and profit calculations, and gift tax. Prerequisite: BUS 423 with a C or better. Offered Spring semester.

BUS 425 Accounting Software Systems 3 sem. hrs.
Accounting Software Systems is an elective course for accounting majors that introduces students to QuickBooks, advanced Excel and other software used in accounting. Prerequisite: BUS 101 or BUS 230. Offered Fall semester.

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 311 or BCPII Status and BUS 308. Offered Fall semester.

BUS 430 Social Media 3 sem. hrs.
This course introduces students at the undergraduate level to the social media marketing industry, its operations, context, and technology. Topics include online social networks, consumer-generated advertising and reviews, blogs, e-mail, viral marketing, and international implications. Prerequisites: For major, BCPII status; for minor or A.A., 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. Prerequisite: BUS 212 with a grade of C or better; or BCPII Status and BUS 372 with a grade of C or better. Offered Fall semester.

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). Prerequisite: BUS 434 with a grade of C or better, or BCPII status and BUS 434 with a grade of C or better. Offered as needed.

BUS 441 Product Development and Innovation 3 sem. hrs.
This course introduces students to the strategies, processes, and methods used by companies to develop new products in competitive domestic and global markets. Techniques and processes for managing product development are addressed through the stages of idea generation to product introduction. Although the course focuses primarily on physical products, the development and innovation of service is also addressed. Prerequisite: BCPII Status and BUS 309. First offered Fall 2014.

BUS 442 Branding & Brand Management 3 sem. hrs.
This course introduces students to the concepts and strategies important to creating and managing strong brands, a key factor in generating customer loyalty and ultimately strong organizational performance. Students will explore how branding applies across the key points of advertising, public relations, social media, corporate responsibility, employee interaction and new product development. Prerequisite: BCPII Status and BUS 309. Offered Spring semester. First offered Spring 2015.

BUS 443 Services Marketing Globally 3 sem. hrs.
This course focuses on the marketing knowledge needed to create competitive advantage within service-sector organizations. Students investigate the marketing of services in terms of understanding and surpassing customer requirements, aligning service design with stand-
The Purpose of this course is to explore the interfaces between management, strategy, finance, and entrepreneurship in the context of 1) independent ventures, 2) non-profit ventures, and 3) large firms. The goal of this course is to develop a mastery of the skills and competencies that facilitate opportunity recognition, innovation, and creation in the face of a dynamic and uncertain marketplace. Most importantly, this course is about creating something novel that is your own. Prerequisites: BUS 381 and BUS 382. Offered Spring semester.

BUS 490 Business Policy Seminar 3 sem. hrs.
H3: In this capstone course of the business curriculum, students integrate the core business areas of economics, accounting, finance, management, and marketing through use of business case analysis and simulations. The concepts of strategic planning and strategic management provide the platform for integration. Prerequisites: Completion of all business core requirements except BUS 450. Day section offered every Fall semester; day and evening section offered every Spring semester. Last offered Spring 2014.

BUS 492 Independent Study 1-3 sem. hrs.
In this capstone course of the business curriculum, students integrate core business areas of economics, accounting, finance, management, and marketing through use of business case analysis and simulations. The concepts of strategic planning and strategic management provide the platform for integration. Prerequisites: Permission of the Dean of the DeVille School of Business. Offered as needed.

BUS 493 Special Topics in Business 1-3 sem. hrs.
This course deals with the in-depth study of special topics in business. Prerequisites: Junior status and permission from the DeVille School of Business Dean. Offered Spring semester.

ECONOMICS (ECON)

ECON 203 Global Microeconomics 3 sem. hrs.
TI: This course introduces the concepts and principles of the microeconomic theory including individual and social choices, supply and demand, types of market structures, cost analysis, and the allocation of resources in both global and domestic economic settings. Offered Fall and Spring semesters.

ECON 204 Global Macroeconomics 3 sem. hrs.
This course introduces the concepts and principles of macroeconomic theory including economic growth and development, distribution of wealth, unemployment, inflation, and monetary and fiscal policy with emphasis on the global economic environment. Offered Fall and Spring semesters.

ECON 205 Intro. To Economics 3 sem. hrs.
DV/TE: Introduction to concepts of micro- and macroeconomics. The course introduces the student to those principles essential to an understanding of fundamental economic problems and the alternative policies society may use to contend with these problems. The overall emphasis is on developing the student’s ability to reason accurately and objectively about economic matters and to arouse a lasting interest in economics. Offered Fall and Spring semesters.

ECON 301 Global Economic Perspectives 3 sem. hrs.
H2b: This course deals with the comparative economic system and international economic relations with emphasis on the United States. The course also covers the international aspects of trade and finance. Offered Fall and Spring semesters.

ECON 302 Money, Banking, and Monetary Policy 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; the nature of banking and credit; and the structure and operations of commercial banks and the Federal Reserve System. Prerequisite: ECON 202, ECON 204 or ECON 205. Offered Spring semester.

ECON 320 International Trade and Finance 3 sem. hrs.
This course deals with the principles, problems, and policies of international economic relations with emphasis on the United States. The course also covers the international aspects of trade and finance. Prerequisite: ECON 204, ECON 205 or BCPII Status. Offered Fall semester of even years.
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. Prerequisite: ECON 202, ECON 204, or ECON 205. Offered Spring semester of odd years.

MBA Prep Series Courses

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

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

BUS 503  Concepts in Economics Principles  2 sem. hrs.
In order to develop a general knowledge and understanding of economic problems and economic decision situations, this course covers micro- and macroeconomics principles. Topics for the course include demand and supply, elasticity, profit maximization and lost minimization, different types of economic markets, and national income accounts. Offered by permission only. Offered fall, spring, and summer semesters.
The Gary and Linda Byers School of Nursing

Dr. Linda Linc, Dean

Mission

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

Goals and Outcomes

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

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

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

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

Philosophy

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

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

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

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

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

Learning involves the acquisition of knowledge, skills, interests, and values resulting in changes in behavior. The faculty espouses the following principles of learning: (1) learning is influenced by past experiences, values, and skills; (2) the student is responsible for learning and assuming an active role in the process; (3) a climate of trust and mutual respect enhances learning; (4) learning develops critical thinking processes; (5) learning is facilitated by activities that promote application of concepts and provide the learner with opportunities for success; and (6) learning is a life-long process.

The faculty believes that the graduate has an academic background in the sciences and liberal arts. The graduate is able to incorporate values into nursing practice and is accountable to the client, the profession, and other health care professionals and to self. The graduate has a foundation for continuing education and higher education. The graduate is able to apply the nursing process while giving care to diverse clients in health care settings. The Baccalaureate degree graduate applies knowledge from the sciences and liberal arts to the practice of nursing. Further, the Baccalaureate degree graduate applies knowledge from the sciences and liberal arts to the practice of nursing.
laureate 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. MAJOR REQUIREMENTS - THE GARY AND LINDA BYERS SCHOOL OF NURSING

NURSING B.S.N.
(Pre-licensure Requirements)

ADMISSION REQUIREMENTS: Students interested in majoring in nursing are admitted to Walsh University as pre-nursing students. Pre-nursing students are considered for admission into the Baccalaureate of Science in Nursing (BSN) Program after completion of the pre-requisite courses listed below. Students wishing to apply for admission to the BSN Program must complete a Progression to the BSN Major form by April 1.

Admission to the BSN Program is based on the cumulative grade point average for the following pre-requisite courses:
CHEM 109 General Organic and Biochemistry I
CHEM 109L General Organic and Biochemistry Lab I
CHEM 110 General Organic and Biochemistry II
CHEM 110L General Organic and Biochemistry Lab II
BIO 209 Anatomy & Physiology I
BIO 209L Anatomy & Physiology Lab I
BIO 210 Anatomy & Physiology II
BIO 210L Anatomy & Physiology Lab II
NURS 220 Theoretical Concepts for Nursing Practice

Students must attain a cumulative grade point average of 2.75 or higher in these courses. In addition, a grade of C- or lower in any of the above listed courses will not be accepted.

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

Nursing Pre-Licensure Program Requirements:

Biology (18 sem. hrs.)
BIO 206 Microbiology (4)
NS 207 Nutrition (3)
BIO 209-210 Anatomy & Physiology I & II (8)
BIO 290 Pathophysiology (3)

Chemistry (8 sem. hrs.)
CHEM 109*-110 General, Organic, and Biochemistry I & II (8)

Mathematics (3 sem. hrs.)
MATH 221** Statistics (3)

Philosophy (3 sem. hrs.)
PHIL 304*** Bioethics (3)

Psychology (3 sem. hrs.)
PSYCH 210* Human Development Across the Lifespan (3)

Nursing (54 sem. hrs.)
NURS 220PL Theoretical Concepts for Nursing Practice (3)
NURS 230PL Health Assessment and Promotion for Nursing Practice (4)
NURS 240PL Clinical Pharmacology and Nursing Management (3)
NURS 310PL Foundations of Nursing with the Older Adult (5)
NURS 320PL Nursing to Promote Mental Health (4)
NURS 330PL Nursing with Acutely Ill Adults I (4)
NURS 335PL Nursing with Acutely Ill Adults II (4)
NURS 340PL Nursing with Families I (4)
NURS 410PL Nursing Research (3)
NURS 420PL Nursing with Aggregates (4)
NURS 425PL Nursing with Families II (4)
NURS 430PL Nursing Leadership (5)
NURS 440PL Nursing with the Critically Ill (5)
NURS 450PL Professional Capstone (2)

* also meets Tier I requirements.
** Statistics pre-requisite MATH 104 or Equivalent.
*** also meets Tier II requirements.

GRADUATION REQUIREMENTS: A minimum of 125 semester hours is required for graduation. Students must fulfill all general education requirements and requirements for the nursing major.
**Nursing B.S.N. Accelerated Option**

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

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

- CHEM 109 General, Organic and Biochemistry I
- CHEM 109L General, Organic and Biochemistry Lab I
- CHEM 110 General, Organic and Biochemistry II
- CHEM 110L General, Organic and Biochemistry Lab II
- BIO 209 Anatomy & Physiology I
- BIO 209L Anatomy & Physiology Lab I
- BIO 210 Anatomy & Physiology II
- BIO 210L Anatomy & Physiology Lab II
- BIO 206 Microbiology
- BIO 206L Microbiology Lab
- PSYCH 210 Human Development Across the Lifespan
- MATH 221 Statistics

Students must attain a cumulative grade point average of 3.0 or higher in these prerequisite courses. In addition, a grade of C- or lower in any of the above listed courses will not be accepted. Students must also have an overall grade point average of 3.0 or higher in their baccalaureate program and complete an interview with the Gary and Linda Byers School of Nursing Admissions Committee.

**Nursing Accelerated Program Requirements:**

**Biology (6 credits)**
- BIO 290 Pathophysiology
- NS 207 Nutrition

**Philosophy (3 credits)**
- PHIL 304 Bioethics

**Nursing (54 credits)**
- NURS 220AC Theoretical Concepts for Nursing Practice
- NURS 230AC Health Assessment and Promotion for Nursing Practice
- NURS 240AC Clinical Pharmacology and Nursing Management
- NURS 310AC Foundations of Nursing with the Older Adult
- NURS 320AC Nursing to Promote Mental Health
- NURS 330AC Nursing with Acutely Ill Adults I
- NURS 335AC Nursing with Acutely Ill Adults II
- NURS 340AC Nursing with Families I
- NURS 410AC Nursing Research
- NURS 420AC Nursing with Aggregates
- NURS 425AC Nursing with Families II
- NURS 430AC Nursing Leadership
- NURS 440AC Nursing with the Critically Ill
- NURS 450AC Professional Capstone

**Nursing R.N.–B.S.N. Option for the Registered Nurse**

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

**Admission Requirements:**

- Graduate of an accredited registered nurse program, Diploma or Associate Degree
- An unencumbered registered nurse (R.N.) license in Ohio
- Anatomy and Physiology I and II
- Microbiology
- Chemistry
- English Composition
- Social Science Electives
- Or by special permission of the Dean of the Gary and Linda Byers School of Nursing
GRADUATION REQUIREMENTS: A minimum of 125 semester hours is required for graduation. Students must fulfill all general education requirements and requirements for the nursing major.

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

Nursing RN-BSN Program Requirements:

Biology (3-4 sem. Hrs.)
BIO 300 or 400 level (3-4)

Chemistry (4 sem. hrs.)
CHEM Elective (4)

Mathematics (3 sem. hrs.)
MATH 221 (prerequisite is MATH 104) (3)

Nursing (29 sem. hrs.)**
NURS 300RN** Theoretical Concepts for Nursing Practice (3)
NURS 301RN Health Assessment and Promotion for Nursing Practice (4)
NURS 302RN Critical Thinking in Clinical Reasoning (5)
NURS 340RN Nursing with Families (3)
NURS 410RN Nursing Research (prerequisite MATH 221) (3)
NURS 420RN Nursing with Aggregates (4)
NURS 430RN Nursing Leadership (5)
NURS 450RN** Professional Capstone (2)

(Credit for work experience (maximum of 2 nursing courses) is an option for the registered nurse by using the professional portfolio process. Students must develop a written agreement with nursing faculty member then complete Humanities 200 in order to do a portfolio.)*

**NURS 300RN must be the first nursing course taken and NURS 450RN must be taken in the last semester before graduation.

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

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

ADMISSION REQUIREMENTS:

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

Admissions Criteria for the Masters of Science in Nursing Program

1. Submission of a completed Walsh application for admission (online) with the $25 application fee.
2. A current unencumbered Registered Nurse license(s). One year of experience as a Registered Nurse is preferred.
3. Official transcripts documenting a baccalaureate degree in Nursing from a program accredited by a national organization responsible for nursing accreditation (Accreditation Commission for Education in Nursing (ACNE), Commission on Collegiate Nursing Education (CCNE) or their equivalent). Transcripts should document a minimum 3.0 cumulative grade point average on a 4.0 scale on all undergraduate coursework. Transcripts must be in English and credentials evaluated when appropriate.
4. Completion of the Graduate Record Exam (GRE).*
5. Completion of an Undergraduate or graduate Statistics course.
6. Two professional letters of recommendation supporting the applicant's potential success in the Master's program from graduate prepared nurses or faculty members who can address the applicant's potential or ability for functioning in the Family Nurse Practitioner, CNL or Education role (clinical skills, critical thinking, independent decision making, collaborative skills with other health professionals, and nursing leadership). Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program.
7. Resume or CV with your application that includes work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors and awards.
8. A 1-2 page essay that will serve as the basis for the admission interview with faculty. It should address the following areas:
   - Reasons for seeking advanced education in the MSN program at this time in your career
   - Academic and career goals and how the MSN education will help you to realize those goals
   - Personal and professional attributes that will contribute to your success in the program

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

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

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

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

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

**Nursing RN-MSN Program Requirements:**

**Biology (3-4 sem. hrs.)**
NURS 610 Advanced Pathophysiology*** 3

**Chemistry (4 sem. hrs.) above CHEM 109 or its equivalent**
CHEM 200 Aspects of Clinical Chemistry (recommended) 4

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

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

*NURS 300RN must be the first upper division nursing course taken

**NURS 450RN must be taken during the last semester before graduation

***NURS 601, NURS 610, and NURS 614 are graduate level courses that may be applied to the undergraduate degree requirements.

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

**Gary and Linda Byers School of Nursing Courses**

**NURS 220PL/AC Theoretical Concepts for Nursing Practice 3 sem. hrs.**

HI: This course presents the history of the nursing profession and the socioeconomic and political factors that have influenced the evolution of the profession and the scope of nursing practice. The professional role of the nurse is addressed with emphasis on critical thinking and accountability and responsibility. The student is introduced to the Gary and Linda Byers School of Nursing’s philosophy, purpose, and conceptual framework. An examination of general systems theory and selected nursing theories is undertaken to explore relationships among the major concepts of the nursing metaparadigm: nurse, client, health, and environment. The student will examine the processes of adaptation, homeostasis, and disrupted homeostasis as they apply to the client who is interacting with stressors in the internal and external environment. Nursing process, care planning, and critical pathways are discussed as the methodology for providing and evaluating therapeutic nursing interventions which are intended to promote, maintain, restore, and reorganize health or to support death with dignity. The student will explore theories from the sciences and liberal arts that guide nursing practice including, theories of growth and development, communication, critical thinking, and teaching/learning. The student will be given the opportunity to conceptualize his/her own philosophy of nursing. Computer informatics is used as a medium for communication among nurses and nursing students and as a source of nursing information. Offered every spring and summer semester. Prerequisite: None

**NURS 230PL/AC Health Assessment & Promotion for Nursing Practice 4 sem. hrs.**

DV: The major focus of this course is nursing health assessment with emphasis on adult clients as they adapt to stressors in the internal and external environment. The student will use various clinical assessment tools to enhance assessment skills used with health history-taking methods, physical examination skills, and health promotion techniques. Critical thinking skills and communication principles will be exercised as the student uses a general systems theory framework and nursing process to gather biological, psychological, spiritual, and cultural data upon which therapeutic nursing intervention can be planned. Knowledge of the sciences and liberal arts will form the basis for the effective collection and analysis of client information. Focus will be placed on nursing accountability and responsibility as the student applies nursing theory within various health care settings that will serve to maintain,
restore or reorganize health or to support death with dignity. Computer informatics will be used as a source of current information concerning health assessments and as a medium for documentation. Clinical application takes place in the nursing laboratory and health care facilities. **Prerequisite: Admission into the Nursing Major. 240PL offered every fall semester, 230/AC offered summer semester.**

**NURS 240PL/AC  Clinical Pharmacology and Nursing Management  3 sem. hrs.**

Provides the student with a sound basis for the clinical application of pharmacology. Pharmaceutics, pharmacokinetics, and pharmacodynamics with the implications for the nurse and the client are studied. The students apply mathematical concepts to the calculation of drug dosages. **Prerequisite: Admission into the Nursing Major. 240PL offered every fall semester, 240/AC offered summer semester.**

**NURS 250  Introduction 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 300PL  Foundations of Nursing with the Older Adult  5 sem. hrs.**

Assessment and analysis of the health status of older adults is learned as the basis for planning, implementing, and evaluating nursing care. Gerontological theories and their integration with nursing care are examined. Clinical application of theory takes place in the nursing laboratory where the student learns and practices basic nursing skills that are then applied in a variety of health care settings with older adults. **Prerequisites: All 200-level PL/AC Nursing courses. Pre/Co-requisite: BIO 290 Pathophysiology, 310PL offered every spring semester, 310/AC offered summer semester.**

**NURS 310PL/AC  Nursing To Promote Mental Health  4 sem. hrs.**

DV: The focus of this course is therapeutic nursing intervention with clients of all ages at varying points on the mental health continuum. The application of mental health concepts to nursing practice is stressed as well as collaboration and communication as means of meeting the client's needs and fostering a therapeutic environment. Clinical application takes place in a variety of mental health settings. **Prerequisites: PSYCH 210, NURS 310PL/AC. Offered fall and spring semesters.**

**NURS 320PL/AC  Nursing of the Acutely Ill Adult I  4 sem. hrs.**

DV: This course is designed using a general system framework to introduce the nursing student to biological, psychosocial, cultural and spiritual responses to acute illness as the client experiences internal and external environmental stressors. Therapeutic nursing interventions focused on acutely ill adult clients and their families are initiated to restore and reorganize health in order to promote and to maintain adaptive responses to change or to support death with dignity. The student will utilize critical thinking skills in order to apply knowledge of liberal arts and sciences while providing a safe environment and effective care of acutely ill clients in diverse health care settings. Communication principles are applied with the clients, their families, and other health care professionals while assessing, planning, analyzing, implementing and evaluating the plan of care. Computer informatics will be reinforced as a source of nursing information and a means of communication among health care professionals. The concepts of accountability and responsibility are reinforced as a core value of the nurse who engages in an interdisciplinary approach to client care. The student will examine the delegation of responsibilities with the acutely ill client. The clinical component of this course will occur in a variety of settings and in the nursing laboratory. **Prerequisites: NURS 310PL/AC, NS 207, BIO 206, BIO 290. Offered every fall semester.**

**NURS 330PL/AC  Nursing of the Acutely Ill Adult II  4 sem. hrs.**

DV: This course is designed using a general system framework, and continues to introduce the nursing student to biological, psychosocial, cultural and spiritual responses to acute illness as the client experiences internal and external environmental stressors. Therapeutic nursing interventions focused on acutely ill adult clients and their families are initiated to restore and reorganize health in order to promote and to maintain adaptive responses to change or to support death with dignity. The student will utilize critical thinking skills in order to apply knowledge of liberal arts and sciences while providing a safe environment and effective care of acutely ill clients in diverse health care settings. Communication principles are applied with the clients, their families, and other health care professionals while assessing, planning, analyzing, implementing and evaluating the plan of care. Computer informatics will be reinforced as a source of nursing information and a means of communication among health care professionals. The concepts of accountability and responsibility are reinforced as a core value of the nurse who engages in an interdisciplinary approach to client care. The student will examine the delegation of responsibilities with the acutely ill client. The clinical component of this course will occur in a variety of settings and in the nursing laboratory. **Prerequisites: NURS 330PL/AC, NS 207, BIO 206, BIO 290. Offered every spring semester.**

**NURS 340PL/AC  Nursing with Families I  4 sem. hrs.**

DV: This course focuses on learning communication and therapeutic nursing interventions with the childbearing family. Health concepts focus on meeting the needs of the childbearing family system via the nursing process with emphasis on men's and women's reproductive issues and the needs of newborn infants. Environmental considerations are addressed as families constantly attempt to adapt to internal and external stressors. Critical thinking principles are utilized by the student when applying therapeutic nursing interventions with the childbearing family in diverse clinical settings while promoting maintaining, restoring and reorganizing health or supporting death with dignity. Theoretical and empirical knowledge from the sciences and liberal arts is integrated to form the basis for interacting with families. Cultural and socioeconomic conditions are studied in relation to health related behaviors of families within a general systems framework. The concepts of accountability and responsibility are reinforced as the student interacts with childbearing families. Computer informatics is used to acquire current relevant information relating to the health of families. **Prerequisites: PSYCH 210, NURS 310PL/AC, NS 207, BIO 206, BIO 290. Offered every fall and spring semester.**

**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. **Prerequisite: ENG 102 or equivalent. Offered every spring semester.**

**NURS 351  Medical Terminology for Healthcare Professionals  2 sem. hrs.**

This course focuses on the interpretation and application of medical terminology in the healthcare setting. **Prerequisite: None. Offered every fall and spring semester.**
NURS 356  Basic Concepts of Palliative Care: End of Life Care
H2b. 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, humanitarian, 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. Prerequisite: None. Offered every fall and spring semester.

NURS 358  Complementary and Alternative Therapies  3 sem. hrs.
H2b. The purpose of this course is to explore complementary and alternative therapies and the implications for holistic healthcare for a diverse population, in diverse healthcare settings. Students will examine both conventional and alternative medicine in relation to the basic assumptions of origin of disease, the meaning of health, the curative process and health promotion. The basic concepts guiding alternative therapies will be discussed including balance, spirituality, energy and breath. Students will utilize critical thinking skills in order to apply knowledge obtained in providing evidence-based, clinically competent care to diverse clients in diverse health care settings. Specific sections of the Gaudium et Spes will be explored and discussed in relation to course topics. Prerequisite: Junior level standing. Offered every fall and spring semester.

NURS 390  Issues in Global Health  3 sem. hrs.
H2b. 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, 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. Prerequisite: None. Offered Fall and Spring semesters.

NURS 391  Issues in Global Health 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 will be discussed. Students will travel to the community and directly observe the delivery of healthcare and analyze the healthcare issues impacting that culture. Prerequisite: NURS 390 or permission from the School. Offered Fall, Spring and Summer semesters.

NURS 410PL/AC  Nursing Research  3 sem. hrs.
The major focus of this course is an introduction to the research process applied to the practice of nursing in an effort to promote, maintain, restore, and recognize health, or to support death with dignity. The research process as a basis for scientific nursing knowledge is examined. Steps in the research process are identified, discussed, and developed into a proposal. Emphasis is placed on the roles and responsibilities of the professional nurse as a consumer of research. The utilization of nursing research in the development of therapeutic nursing intervention will be explored as it influences the health status of the client while adapting to internal and external stressors. Students will learn to apply critical thinking skills to the evaluation of published nursing research for application to practice. Student will learn to communicate his or her own research ideas orally and in writing. Prerequisites: All 300PL/AC level Nursing courses. Pre/Co-requisites: MATH 221. 410PL offered every fall semester, 410/AC offered every spring semester.

NURS 420PL/AC  Nursing with Aggregates  4 sem. hrs.
SL/DV. Theoretical content focuses on using critical thinking to examine the role of the nurse with aggregates in the community. Promoting, maintaining, restoring, and reorganizing the health of at-risk aggregates is emphasized. Knowledge from the liberal arts and sciences is integrated to fully understand the factors that contribute to various aggregates’ health risks. Communication with the aggregate is discussed in relation to application of the nursing process. Specific therapeutic aggregate nursing interventions are examined from a theoretical perspective. The students will apply principles from epidemiology, research, health education, and public health to appraise the health risks and resources of a selected aggregate within the community. Also, students will familiarize themselves with community resources directed at promoting, maintaining, restoring, and reorganizing the health of various at-risk aggregates. Prerequisites: All 300PL/AC level courses. Pre/Co-requisites: NURS 410PL/AC. 420PL offered every fall and spring semester, 420/AC offered summer semester.

NURS 425PL/AC  Nursing with Families II  4 sem. hrs.
SL. This course focuses on learning communication and therapeutic nursing interventions with children and families as the client. The major focus of the course deals with health care for individuals at varying stages of growth and development from infancy through adolescence. Health concepts focus on meeting the needs of the family system via the nursing process, with emphasis on the impact of children's health issues on the family. Environmental considerations are addressed as families constantly attempt to adapt to internal and external stressors. Critical thinking principles are utilized by the student when applying therapeutic nursing interventions with families and children in diverse clinical settings while promoting, maintaining, restoring and reorganizing health or supporting death with dignity. Theoretical and empirical knowledge from the sciences and liberal arts is integrated to form the basis for interacting with families and children within a family-centered care framework. Cultural values and socioeconomic conditions are studied in relation to health related behaviors of families within a general systems framework. The concepts of accountability and responsibility are reinforced as the students interact with families and children. Computer informatics is used to acquire current relevant information relating to the health of families with children. Prerequisites: All Nursing 300PL/AC level courses. 425 PL offered every fall and spring semester, 425/AC offered summer semester.

NURS 430PL/AC  Nursing Leadership  5 sem. hrs.
This course emphasizes the role of communication, interpersonal interaction, critical thinking, decision-making, adaptability, accountability and responsibility, and the role of leadership in nursing. The foundation for nursing leadership is based on the liberal arts and sciences and the nursing practice skills acquired in the program of studies. The changing environment of the health care delivery system will be explored to include the redesign, restructuring, and reengineering of the system. Organization principles that include fiscal management, staffing patterns, motivation, delegation, informatics, and quality review are developed and practiced in a variety of clinical settings within the framework of general systems theory. Change theory, organizational theory, and conflict resolution will be addressed to facilitate decision-making and problem solving. Students will explore the role of the nurse leader when supervising, directing, and delegating therapeutic nursing interventions with clients to promote, maintain, restore, and reorganize health, and support death with dignity. Prerequisite: All 300PL/AC level nursing courses. Pre/Co-requisites: NURS 410.430PL offered every fall and spring semester, 430/AC offered summer semester.
NURS 440PL/AC Nursing with the Critically Ill  5 sem. hrs.
This course is designed to introduce the senior nursing student to critical care concepts and advanced technical skills in order to provide therapeutic nursing interventions to promote, maintain, restore, reorganize, or support death with dignity for critically ill clients. Building on a broad liberal arts and science background, as well as knowledge and skills acquired in previous nursing courses, the student will utilize the nursing process to assess, plan, implement, and evaluate nursing care for critically ill individuals and their families. Emphasis will be placed on refinement of critical thinking ability to enable the student to meet the complex, multi-system health concerns of these clients. Accountability and responsibility for learning and practice of complex nursing skills utilizing advanced biomedical and computerized technology are reinforced. Therapeutic communication skills related to specific concerns of critically ill clients; collaboration as a member of the health care team within the critical care environment; delegation of nursing responsibilities; and ethical and end-of-life issues unique to the critical care environment will be explored. Theoretical course content will be discussed in the classroom. Application of theory will occur in the nursing laboratory and in acute and community health care settings. Prerequisite: All 300PL/AC level nursing courses. Pre/Co-requisite: NURS 410, 440 PL, offered every fall and spring semester, 440 AC, offered summer semester.

NURS 450PL/AC Professional Capstone  2 sem. hrs.
As a student who has diligently planned an academic career to complete the baccalaureate degree in nursing, the capstone course will highlight all the professional endeavors of the student's past and present academic and work achievements. A professional portfolio will be completed to include the above information, a summary of the issues that relate to current nursing practice, as well as the projection of long-term and short-term professional goals. In addition, the portfolio will house an updated, computer generated resume and philosophy of nursing. In the student's philosophy of nursing, he/she will construct his/her beliefs regarding the four major concepts of nursing; client, client, health, and environment and analyze how they interface with communication, critical thinking, accountability and responsibility, therapeutic nursing interventions and knowledge from sciences and liberal arts. Professional licensure procedure and preparation will be emphasized as the student receives the professional credentials of a registered nurse upon successful completion of the nursing program and the National Council of Licensure Examination for the Registered Nurse (NCLEX-RN). Professional memberships, certifications, and continuing education units are discussed and encouraged. Current ethical, legal and health care issues will be addressed that are pertinent to the practicing professional and will be summarized as the student formulates guidelines to deal with selected issues. Political action, community service and professional image will be promoted as activities that contribute to the professional growth of the nurse and the profession of nursing. Prerequisites: Taken the semester of graduation. 450 PL offered every spring semester, 450 AC, offered summer semester.

THE FOLLOWING RN-BSN COURSES ARE AVAILABLE AT THE SCHOOL FOR PROFESSIONAL STUDIES CAMPUS IN AKRON AND CANTON.

NURS 300RN Theoretical Concepts for Nursing Practice  3 sem. hrs.
This course presents the history of the nursing profession and the socioeconomic and political factors that have influenced the evolution of the profession and the scope of nursing practice. The professional role of the nurse is addressed with emphasis on critical thinking and accountability and responsibility. The student is introduced to the Gary and Linda Byers School of Nursing's philosophy, purpose, and conceptual framework. An examination of general systems theory and selected nursing theories is undertaken to explore relationships among the major concepts of the nursing metaparadigm; nurse, client, health, and environment. The student will examine the processes of adaptation, homeostasis, and disrupted homeostasis as they apply to the client who is interacting with stressors in the internal and external environment. Nursing process, care planning and critical pathways are discussed as the methodology for providing and evaluating therapeutic nursing interventions which are intended to promote, maintain, restore, and reorganize health or to support death with dignity. The student will explore theories from the sciences and liberal arts that guide nursing practice including theories of growth and development, communication, critical thinking, and teaching/learning. The student will be given the opportunity to conceptualize his/her own philosophy of nursing. Computer informatics is used as a medium for communication among nurses and nursing students and as a source of nursing information. Offered every two a year. First course in RN option.

NURS 301RN Health Assessment and Promotion for Nursing Practice  4 sem. hrs.
The major focus of this course is nursing health assessment with emphasis on adult clients as they adapt to stressors in the internal and external environment. The student will use various clinical assessment tools to enhance assessment skills used with health history-taking methods, physical examination skills, and health promotion techniques. Critical thinking skills and communication principles will be exercised as the student uses a general systems theory framework and nursing process to gather biological, psychological, spiritual, and cultural data upon which therapeutic nursing intervention can be planned. Knowledge of the sciences and liberal arts will form the basis for the effective collection and analysis of client information. Focus will be placed on nursing accountability and responsibility as the student applies nursing theory within various health care settings that will serve to maintain, restore or reorganize health or to support death with dignity. Computer informatics will be used as a source of current information concerning health assessments and as a medium for documentation. Prerequisite: NURS 300RN. Offered twice a year.

NURS 302RN Critical Thinking in Clinical Decisions  5 sem. hrs.
This course focuses on examining the critical thinking process as the student integrates nursing, liberal arts and science theories. Types of thinking, characteristics and skills of the critical thinker, and factors and barriers influencing thinking are explored. Models that assist clinical decision-making are utilized to execute therapeutic nursing interventions. Components of ethical decision-making are also addressed. Various case studies are analyzed in applying components of critical thinking. Prerequisite: NURS 300RN. Offered every two a year.

NURS 340RN Nursing with Families  3 sem. hrs.
Theoretical content focuses on using critical thinking to examine the role of the nurse with families. Knowledge of family health risks and health promotion is emphasized to assist families to promote, maintain, restore, or reorganize health. Knowledge from the liberal arts and sciences is integrated to fully understand family structure and function. Communication with the family is discussed in relation to application of the nursing process. Although this is not a clinical course, specific therapeutic family nursing interventions are examined from a theoretical perspective. Related classroom activities include learning more about community resources that are available to families. Students will practice with genograms and ecomaps. Students will have the opportunity to examine family ethics case studies. Students will have opportunities to practice steps in family nursing process through the use of case studies. Pre-requisite: 300RN level courses. Offered twice a year.

NURS 410RN Nursing Research  3 sem. hrs.
The major focus of this course is an introduction to the research process applied to the practice of nursing in an effort to promote, maintain, restore, and reorganize health, or to support death with dignity. The research process as a basis for scientific nursing knowledge is examined. The steps in the research process are identified, discussed, and developed into a proposal. Emphasis is placed on the roles and responsibilities of the professional nurse as a co-
sumer of research. The utilization of nursing research in the development of therapeutic nursing intervention will be explored as it influences the health status of the client while adapting to internal and external stressors. Students will learn to apply critical thinking skills to the evaluation of published nursing research for application to practice. Student will learn to communicate his or her own research ideas orally and in writing. Prerequisites: All NURS 300 RN level Nursing courses; Prerequisite: MATH 221. Offered twice a year.

NURS 420RN Nursing with Aggregates 4 sem. hrs.
DV: Theoretical content focuses on using critical thinking to examine the role of the nurse with aggregates in the community. Promoting, maintaining, restoring, and reorganizing the health of at-risk aggregates is emphasized. Knowledge from the liberal arts and sciences is integrated to fully understand the factors that contribute to various aggregates’ health risks. Communication with the aggregate is discussed in relation to application of the nursing process. Specific therapeutic aggregate nursing interventions are examined from a theoretical perspective. The students will apply principles from epidemiology, research, health education, and public health to appraise the health risks and resources of a selected aggregate within the community. Also, students will familiarize themselves with community resources directed at promoting, maintaining, restoring, and reorganizing the health of various at-risk aggregates. Prerequisites: All NURS 300 RN level courses. Offered twice a year.

NURS 430RN Nursing Leadership 5 sem. hrs.
This course emphasizes the role of communication, interpersonal interaction, critical thinking, decision-making, adaptability, accountability and responsibility, and the role of leadership in nursing. The foundation for nursing leadership is based on the liberal arts and sciences and the nursing practice skills acquired in the program of studies. The changing environment of the health care delivery system will be explored to include the redesign, restructuring, and reengineering of the system. Organization principles that include fiscal management, staffing patterns, motivation, delegation, informatics, and quality review are developed and practiced in a variety of clinical settings within the framework of general systems theory. Change theory, organizational theory, and conflict resolution will be addressed to facilitate decision-making and problem-solving. Students will explore the role of the nurse leader when supervising, directing, and delegating therapeutic nursing interventions with clients to promote, maintain, restore, and reorganize health, and support death with dignity. Prerequisites: all 300 RN level courses. Offered twice a year.

NURS 450RN Professional Capstone 2 sem. hrs.
As a student who has diligently planned an academic career to complete the bachelor of science degree in nursing, the capstone course will highlight all the professional endeavors of the student's past and present academic and work achievements. A professional portfolio will be completed to include the above information, a summary of the issues that relate to current nursing practice, as well as the projection of long-term and short-term professional goals. In addition, the portfolio will house an updated, computer generated resume and philosophy of nursing. In the student's philosophy of nursing, he/she will construct his/her beliefs regarding the four major concepts of nurse, client, health, and environment and analyze how they interface with communication, critical thinking, accountability and responsibility, therapeutic nursing interventions and knowledge from sciences and liberal arts. Professional memberships, certifications, and continuing education units are discussed and encouraged. Current ethical, legal and health care issues will be addressed that are pertinent to the practicing professional and will be summarized as the student formulates guidelines to deal with selected issues. Political action, community service and professional image will be promoted as activities that contribute to the professional growth of the nurse and the profession of nursing. Requirement: Capstone course taken the semester of graduation. Offered every semester.
ASSOCIATES DEGREE MAJOR REQUIREMENTS

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.

LIBERAL ARTS MAJOR (A.A.)
Division of Humanities

Art (3 sem. hrs.)
ART 101 The History of Art (3)

English (12 sem. hrs.) must meet 102 competency level
ENG 101-102 Composition I & II (6)
ENG upper division electives (6)

Foreign Language (6 sem. hrs.) All six hours must be taken in the same language.

Government and Foreign Affairs (3 sem. hrs.)
Choice of GFA 103 or GFA 205
GFA 103 American Government (3)
GFA 205 State and Local Government (3)

History (6 sem. hrs.)
Choice of HIST 101-102 or 103-104
HIST 101 World Civilization to 1500 (3)
HIST 102 World Civilization 1500 to the Present (3)
HIST 103 History of the United States to 1860 (3)
HIST 104 History of the United States since 1860 (3)

Economics (3 sem. hrs.)
Choice of ECON 201 or ECON 205:
ECON 201 Economics I (Micro) (3)
ECON 205 TI: Introduction to Economics (3)

Mathematics elective (3 sem. hrs.)

Music (3 sem. hrs.)
MUS 102 Understanding Music (3)

Natural Science elective (3 sem. hrs.)

Philosophy (3 sem. hrs.)
PHIL 203 Moral Philosophy (3)

Psychology (3 sem. hrs.) (3)

Sociology (3 sem. hrs.)
Choice of SOC 101 or SOC 204:
SOC 101 Principles of Sociology (3)
SOC 204 Social Problems (3)

Theology (3 sem. hrs.) (3)

Electives (6 sem. hrs.)

COMPUTER SCIENCE MAJOR (A.S.C.S.) (60 SEM. HRS.)
Division of Mathematics and Sciences

English (3 sem. hrs.)
ENG 102 Composition II (3)

Philosophy Elective (3 sem. hrs.)
Theology Elective (3 sem. hrs.)
Fine Arts (3 sem. hrs.)
Choice of one foreign language 102 or higher, art or music course
Social Science (3 sem. hrs.)  
*Choice of one economics, government and foreign affairs, history, psychology or sociology course*

Mathematics/Natural Science (5-8 sem. hrs.)  
*Choice of two mathematics courses (MATH 221 and 155 or above), one calculus course (MATH 207, MATH 208, MATH 307) or two courses in lab science*

Computer Science (24 sem. hrs.)  
- CS 111 Introductory Programming (3)
- CS 211 Programming Structures (3)
- CS 221 Database Techniques (3)
- CS 230 Discrete Patterns I (3)
- CS 311 Programming Algorithms (3)

Choice of 3 computer science electives, above 200 level (9)

Additional electives to reach 60 semester hours

**HUMAN SERVICES MAJOR (A.A.)**  
Division of Social and Behavioral Sciences

Behavioral Sciences (6 sem. hrs.)  
- BSC 221 Statistics for Behavioral Sciences (3)
- BSC 301 Social Psychology (3)

English (9 sem. hrs.) *must meet 102 competency level*  
- ENG 101 Exploration of Self (3)
- ENG 102 Reading & Writing Connections (3)
- ENG 211 Speech (3)

Psychology (15 sem. hrs.)  
- PSYCH 120 Principles of Psychology (3)
- PSYCH 210 Human Development Across the Lifespan (3)
- PSYCH 340 Addictions (3)
- PSYCH 401 Abnormal Psychology (3)
- PSYCH ___ Elective (3)

Sociology (21 sem. hrs.)  
- SOC 101 or 204 Principles of Sociology or Social Problems (3 sem. hrs.)
- SOC 205 Social and Cultural Diversity (3)
- SOC 212 Criminal Justice (3)
- SOC 303 Marriage, Family and Intimacy *(formerly Family Systems)* (3)
- SOC ___ Elective (3)
- SOC ___ Elective (3)
- SOC ___ Elective (3)
# Bachelor’s Degree Major Requirements

## Adolescence to Young Adult: Life Sciences
Licensure Program (B.S.E.)
*Division of Education — Dr. Jean A. DeFazio, Chair*

**Education (30 sem. hrs.)**
- **EDUC 107**  School & Society: An Introduction to Education  (3)
- **EDUC 206**  Exceptionalities and Multiculturalism in a Global Society  (3)
- **EDUC 208**  Instructional Technology  (3)
- **EDUC 264**  Educational Psychology  (3)
- **EDUC 354**  Reading in the Content Area  (3)
- **EDUC 467**  Student Teaching Experience  (9)
- **EDUC 468**  Student Teaching Seminar  (3)
- **PE 263**  Personal and Community Health  (3)

**Adolescence to Young Adult Education (9 sem. hrs.)**
- **AYA 232**  AYA: Best Practices and Classroom Management  (3)
- **AYA 430**  AYA: Teaching, Learning and Assessment  (3)
- **AYA 433**  AYA Professionalism in Practice Science Pre-Student Teaching  (3)

**Biology (31 sem. hrs.)**
- **BIO 101/101L**  Principles of Biology I  (4)
- **BIO 102/102L**  Principles of Biology II  (4)
- **BIO 206/206L**  Microbiology  (4)
- **BIO 209/209L**  Anatomy & Physiology I  (4)
- **BIO 210/210L**  Anatomy & Physiology II  (4)
- **BIO 305**  Botany  (4)
- **BIO 314**  General Ecology  (3)
- **BIO 402/402L**  Genetics  (4)

**Chemistry (8 sem. hrs. of General, Organic and Biochemistry Series or 12 sem. Hrs. of Principles of Chemistry Series)**
- **CHEM 109/109L**  General, Organic & Biochemistry I  (4)
- **CHEM 110/110L**  General, Organic & Biochemistry II  (4)
- **CHEM 101/101L**  Principles of Chemistry I  (4)
- **CHEM 102/102L**  Principles of Chemistry II  (4)
- **CHEM 201/201L**  Organic Chemistry I  (4)

**Physics (8 sem. hrs.)**
- **PHYS 101/101L**  Principles of Physics I  (4)
- **PHYS 102/102L**  Principles of Physics II  (4)

**Mathematics (9 sem. hrs.)**
- **MATH 155**  Elementary Functions I  (3)
- **MATH 156**  Elementary Functions II  (3)
- **MATH 221**  Statistics  (3)

**Natural Science (3 sem. hrs.)**
- **NS 103**  Environmental Science: Life as if the Earth Mattered  (3)

## Adolescence to Young Adult - Integrated Language Arts
Licensure Program (B.A., B.S.E.)
*Division of Education — Dr. Jean A. DeFazio, Chair*

**Education (30 sem. hrs.)**
- **EDUC 107**  School & Society: An Introduction to Education  (3)
- **EDUC 206**  Exceptionalities and Multiculturalism in a Global Society  (3)
- **EDUC 208**  Instructional Technology  (3)
- **EDUC 264**  Educational Psychology  (3)
- **EDUC 354**  Reading in the Content Area  (3)
- **EDUC 467**  Student Teaching Experience  (9)
- **EDUC 468**  Student Teaching Seminar  (3)
- **PE 263**  Personal and Community Health  (3)
Adolescence to Young Adult Education (24 sem. hrs.)
AYA 232 AYA: Best Practices and Classroom Management (3)
AYA 430 AYA: Teaching, Learning and Assessment (3)
AYA 431 AYA Professionalism in Practice: Language Arts Pre-Student Teaching (3)

English (42 sem. hrs.)
ENG 200-2 Created Equal: Issues of Race & Gender (3)
Choice of ENG 201 or ENG 202
ENG 201 Literature of the British Isles I (3)
ENG 202 Literature of the British Isles II (3)
Choice of ENG 203 or 204
ENG 203 World Literature I (3)
ENG 204 World Literature II (3)
ENG 205 United States Literature I (3)
ENG 206 United States Literature II (3)
ENG 220 Introduction to Creative Writing (3)
ENG 230 Literacy: Form and Function (3)
ENG 315 (1-14) Special Topics choice of two (6)
ENG 321 The Composing Process (3)
ENG 325 Modern Rhetoric (3)
ENG 330 Adolescent and Young Adult Literature (3)
Choice of two of the following (6)
ENG 401 Seminar in American Authors
ENG 402 Seminar in Authors of the British Isles
ENG 403 Seminar in Comparative Literature

Communication (6 sem. hrs.)
COM 210 Mass Communication & Society* (3)
COM 211 Speech (3)

English Communication Minor (18 sem. hrs.)
COM 125 Newspaper Staff Practicum (3)
COM 210 Mass Communication & Society* (3)
COM 211 Speech (3)
COM 250 Writing for Mass Media (3)
COM 330 Desktop Publishing (3)
ENG 220 Introduction to Creative Writing* (3)
*Course included in AYA Program

English Creative Writing Minor (18 sem. hrs.)
ENG 220 Introduction to Creative Writing* (3)
ENG 230 Literacy: Form and Function* (3)
ENG 320 Advanced Creative Writing (3)
ENG 321 Composing Process* (3)
ENG 420 Creative Writing Publication & Performance (3)
COM 330 Desktop Publishing (3)

ADOLESCENCE TO YOUNG ADULT - INTEGRATED MATHEMATICS
Licensure Program (B.S., B.S.E.)
Division of Education — Dr. Jean A. DeFazio, Chair

Education (30 sem. hrs.)
EDUC 107 School & Society: An Introduction to Education (3)
EDUC 206 Exceptionalities and Multiculturalism in a Global Society (3)
EDUC 208 Instructional Technology (3)
EDUC 264 Educational Psychology (3)
EDUC 354 Reading in the Content Area (3)
EDUC 467 Student Teaching Experience (9)
EDUC 468 Student Teaching Seminar (3)
PE 263 Personal and Community Health (3)

Adolescence to Young Adult Education (9 sem. hrs.)
AYA 232 AYA: Best Practices and Classroom Management (3)
AYA 430 AYA: Teaching, Learning and Assessment (3)
AYA 432 AYA: Professionalism in Practice: Mathematics Pre-Student Teaching (3)

English/Communication (3 sem. hrs.)
ENG 211/COM 211 Speech (3)
Mathematics (46 sem. hrs.)
- MATH 110 Mathematics in the World (3)
- MATH 130 Mathematics and the Environment (3)
- MATH 155 Elementary Functions I (3)
- MATH 156 Elementary Functions II (3)
- MATH 160 Euclidean Geometry (3)
- MATH 207 Calculus I (5)
- MATH 208 Calculus II (4)
- MATH 221 Statistics (3)
- MATH 230 Discrete Patterns I (3)
- MATH 307 Calculus III (4)
- MATH 313 Linear Algebra I (3)
- MATH 402 Introduction to Modern Geometry (3)
- MATH 405 Introduction to Modern Analysis I (3)
- MATH 421 Introduction to Modern Algebra I (3)

ADOLESCENCE TO YOUNG ADULT - INTEGRATED SCIENCE
Licensure Program (B.S.E.)
Division of Education — Dr. Jean A. DeFazio, Chair

Education (30 sem. hrs.)
- EDUC 107 School & Society: An Introduction to Education (3)
- EDUC 206 Exceptionalities and Multiculturalism in a Global Society (3)
- EDUC 208 Instructional Technology (3)
- EDUC 264 Educational Psychology (3)
- EDUC 354 Reading in the Content Area (3)
- EDUC 467 Student Teaching Experience (9)
- EDUC 468 Student Teaching Seminar (3)
- PE 263 Personal and Community Health (3)

Adolescence to Young Adult Education (9 sem. hrs.)
- AYA 232 AYA: Best Practices and Classroom Management (3)
- AYA 430 AYA: Teaching, Learning and Assessment (3)
- AYA 433 AYA Professionalism in Practice: Science Pre-Student Teaching (3)

Biology (27 sem. hrs.)
- BIO 101/101L Principles of Biology I (4)
- BIO 102/102L Principles of Biology II (4)
- BIO 209/209L Anatomy & Physiology I (4)
- BIO 210/210L Anatomy & Physiology II (4)
- BIO 305 Botany (4)
- BIO 314 General Ecology (3)
- BIO 402 Genetics (4)

Chemistry (12 sem. hrs.)
- CHEM 101/101L Principles of Chemistry I (4)
- CHEM 102/102L Principles of Chemistry II (4)
- CHEM 201/201L Organic Chemistry I (4)

Natural Science (3 sem. hrs.)
- NS 105 Introduction to Geology (3)

Physics (8 sem. hrs.)
- PHYS 101/101L Principles of Physics I (4)
- PHYS 102/102L Principles of Physics II (4)

Mathematics (14 sem. hrs.)
- MATH 155 & 156 Elementary Functions I & II (6)
- MATH 207 Calculus (5)
- MATH 221 Statistics (3)
ADOLESCENCE TO YOUNG ADULT - INTEGRATED SOCIAL STUDIES
Licensure Program (B.A., B.S.E.)
Division of Education — Dr. Jean A. DeFazio, Chair

Education (27 sem. hrs.)
EDUC 107 School & Society: An Introduction to Education (3)
EDUC 206 Exceptionalities and Multiculturalism in a Global Society (3)
EDUC 208 Instructional Technology (3)
EDUC 264 Educational Psychology (3)
EDUC 354 Reading in the Content Area (3)
EDUC 467 Student Teaching Experience (9)
EDUC 468 Student Teaching Seminar (3)

Adolescence to Young Adult Education (9 sem. hrs.)
AYA 232 AYA: Best Practices and Classroom Management (3)
AYA 430 AYA: Teaching, Learning and Assessment (3)
AYA 434 AYA Professionalism in Practice: Soc. Studies Pre-Student Teaching (3)

Economics (6 sem. hrs.)
ECON 203 & 204 Global Micro/Macro Economics (6)

History (30 sem. hrs.) /Government and Foreign Affairs (12 sem. hrs.)
HIST 101 World Civilization to 1500 (3)
HIST 102 World Civilization 1500 to the Present (3)
HIST 103 History of the U.S. to 1860 (3)
HIST 104 History of the U.S. Since 1860 (3)
HIST 204 Diplomatic History of the U.S. Since 1877 (3)
HIST 225 The African-American Experience (3)
HIST 227 Women in U.S. History (3)
HIST 400 Senior Seminar: Methodology & Research (3)
Choice of two (6 sem. hrs.)

HIST 318 The Industrial Revolution in the World (3)
HIST 336 Modern Latin America (3)
HIST 337 The Modern Middle East (3)
HIST 338 History of Africa (3)
HIST 410 Aspects of East Asian Civilization (3)
GFA 103 American Government (3)
GFA 209 World Regional Geography (3)
GFA 213 Comparative Politics (3)
GFA 301 World Politics (formerly International Politics) (3)

Humanities (1 sem. hrs.)
HUM 201 Library Research (1)

Sociology (12 sem. hrs.)
Choice of SOC 101 or SOC 204 (3 sem. hrs.)
SOC 101 Principles of Sociology
SOC 204 Social Problems
Choice of SOC 202 or SOC 207 (3 sem. hrs.)
SOC 202 Cultural Anthropology
SOC 207 Population
SOC 205 Social and Cultural Diversity (3)

Psychology
PSYCH 120 Principles of Psychology (3)

BEHAVIORAL SCIENCES/COUNSELING (B.A./M.A.)
B.A./M.A. Program in Behavioral Science/Counseling and Human Development: Mental Health or School Counseling

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

The B.A./M.A. program is designed to provide the best preparation for students who wish to pursue clinical mental health or school counseling careers. To accomplish this, the program has integrated core theoretical and knowledge areas in psychology and sociology into a Behavioral Science major at the undergraduate level. At the graduate level, the program integrates the core theoretical knowledge and skill areas in professional counselor education needed for practice as a clinical mental health counselor or school counselor. B.A./M.A. coursework integration results in a holistic, streamlined educational program wherein students can meet educational licensure requirements in school counseling or clinical mental health counseling in approximately 6 years.
The program intends to develop counselors who will assist others in making differences in their lives. To meet this overall goal, students learn to apply theoretical models to the understanding of human behavior, and to demonstrate the professional attitudes, behaviors and counseling skills needed to integrate their knowledge and skills with the ethical practice of counseling with diverse populations.

General program goals include:

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

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

**B.A./M.A. Program Requirements**

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

(Students must maintain a minimum 3.3 GPA)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 107</td>
<td>School and Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>Exceptionalities and Multiculturalism in a Global Society</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 120</td>
<td>Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 201</td>
<td>Principles of Learning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choice of PSYCH 204 or PSYCH 302</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>PSYCH 251</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 401</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 204</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 205</td>
<td>Social and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303</td>
<td>Marriage, Family and Intimacy (formerly Family Systems)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 401</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>BSC 221</td>
<td>Statistics for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BSC 430</td>
<td>Applied Behavioral Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BSC 440</td>
<td>Applied Behavioral Science Internship</td>
<td>3(9)</td>
</tr>
<tr>
<td>BSC 502</td>
<td>Research Methods and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>BSC 526</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td>BSC 560</td>
<td>Introduction to Counseling &amp; the Counseling Profession (formerly Counseling and Interviewing Processes)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choice of elective**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 309</td>
<td>Critical Issues in Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 314</td>
<td>Sociology of Aging (formerly Critical Issues in Adult Development)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

(Student must maintain a minimum 3.0 GPA.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 603</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 610</td>
<td>Principles, Techniques and Theories of Counseling and Development</td>
<td>3</td>
</tr>
<tr>
<td>CHD 612</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>CHD 620</td>
<td>Foundation and Organization of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 624</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 635</td>
<td>Addictions</td>
<td>3</td>
</tr>
<tr>
<td>CHD 637</td>
<td>Consultation, Collaboration and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CHD 680</td>
<td>Issues in School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
CHD 730  Social and Cultural Diversity in Counseling
CHD 740  Ethics and Issues in Counseling
CHD 790  Practicum: Counseling Techniques
CHD 795  Internship in School Counseling
CHD 662  Individual Study: Counseling and Human Development (optional)

One CHD elective

Includes:
- BSC 502  Research Methods and Program Evaluation
- BSC 526  Group Process
- BSC 560  Introduction to Counseling and Counseling Profession

Graduate course descriptions are listed in the Graduate Catalog.

M.A. in Counseling and Human Development Clinical Mental Health Counseling (60 semester hours)
(Student must maintain a minimum 3.0 GPA)

CHD 603  Assessment in Counseling
CHD 610  Principles, Techniques and Theories of Counseling and Development
CHD 612  Lifespan Development
CHD 624  Career Counseling
CHD 635  Addictions
CHD 665  Foundations of Clinical Mental Health Counseling
CHD 730  Social and Cultural Diversity in Counseling
CHD 740  Ethics and Issues in Counseling
CHD 772  Advanced Abnormal Behavior
CHD 775  Diagnosis of Mental/Emotional Disorders
CHD 777  Treatment of Mental/Emotional Disorders
CHD 780  Personality Assessment
CHD 790  Practicum: Counseling Techniques
CHD 796I  Internship in Clinical Mental Health Counseling I
CHD 796II Internship in Clinical Mental Health Counseling II

Two CHD electives

Includes:
- BSC 502  Research Methods and Program Evaluation
- BSC 526  Group Process
- BSC 560  Introduction to Counseling and Counseling Profession

Graduate course descriptions are listed in the Graduate Catalog.

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

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

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

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

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

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

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

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

**BIOCHEMISTRY (B.S.)**

*Division of Mathematics and Sciences – Dr. Michael Dunphy, Chair*

**Biology (16 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Principles of Biology I (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 102</td>
<td>Principles of Biology II (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Cell Biology (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 402</td>
<td>Genetics (with lab)</td>
<td>(4)</td>
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</table>

**Chemistry (16 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>Principles of Chemistry I (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Principles of Chemistry II (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II (with lab)</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**Biochemistry (20 sem. hrs.)** These are cross-listed as BIO and CHEM

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO / CHEM 320</td>
<td>Biochemistry I (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO / CHEM 321</td>
<td>Biochemistry II (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO / CHEM 403</td>
<td>Clinical Biochemistry (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO / CHEM 404</td>
<td>Physical Biochemistry (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO / CHEM 498</td>
<td>Capstone Experience I</td>
<td>(2)</td>
</tr>
<tr>
<td>BIO / CHEM 499</td>
<td>Capstone Experience II</td>
<td>(2)</td>
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</table>

**Physics (8 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I (with lab)</td>
<td>(4)</td>
</tr>
<tr>
<td>PHYS 102</td>
<td>Principles of Physics II (with lab)</td>
<td>(4)</td>
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</table>

**Mathematics (8 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 207</td>
<td>Differential and Integral Calculus</td>
<td>(5)</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

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

**BIOINFORMATICS (B.S.)**

*Division of Mathematics and Sciences – Dr. Michael Dunphy, Chair*

**Biology (37 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101-102</td>
<td>Principles of Biology I &amp; II</td>
<td>(8)</td>
</tr>
<tr>
<td>BIO 120</td>
<td>Intro, to Bioinformatics</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 280</td>
<td>Bioinformatics Seminar</td>
<td>(1)</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Cell Biology</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 402</td>
<td>Genetics</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Bioinformatics Applications</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO/CHEM 307</td>
<td>Essential Biochemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO ___</td>
<td>Electives</td>
<td>(10)</td>
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</tbody>
</table>

**Chemistry (16 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101-102</td>
<td>Principles of Chemistry I &amp; II</td>
<td>(8)</td>
</tr>
<tr>
<td>CHEM 201-202</td>
<td>Organic Chemistry I &amp; II</td>
<td>(8)</td>
</tr>
</tbody>
</table>

**Mathematics (8 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 207</td>
<td>Calculus I</td>
<td>(5)</td>
</tr>
</tbody>
</table>

**Computer Science (15 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 105</td>
<td>Programming for Everyone</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 111</td>
<td>Introductory Programming</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 211</td>
<td>Programming Structures</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 221</td>
<td>Database Techniques</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 230</td>
<td>Discrete Patterns I</td>
<td>(3)</td>
</tr>
</tbody>
</table>

All courses required in the major must be completed with a "C-" or better in order to satisfy the major.
BIOLOGY (B.S.)

Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

Biology (32 sem. hrs.)
BIO 101-102 Principles of Biology I & II (8)
BIO 206 Microbiology (4)
BIO 305 Botany (4)
BIO ___ Upper-Division Electives (12 hrs. at 300-level or higher) (16)
(Note: if BIO 209 & 210 are taken, one may count as an upper division elective)

Chemistry (16 sem. hrs.)
CHEM 101-102 Principles of Chemistry I & II (8)
CHEM 201-202 Organic Chemistry I & II (8)

Physics (8 sem. hrs.)
Choice of PHYS 101–102 or PHYS 201–202 (8 sem. hrs.)
PHYS 101-102 Principles of Physics I & II (8)
PHYS 201-202 Physics with Calculus I & II

Mathematics (5 - 6 sem. hrs.)
Choice of MATH 155–156 or MATH 207 (5-6 sem. hrs.)
MATH 155-156 Elementary Functions I & II (6)
MATH 207 Calculus I (5)

All courses required in the major must be completed with a "C-" or better in order to satisfy the major. If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207, then they have completed the Math requirement for this major. If MATH 221 is required, it must still be taken.

BIOLOGY — PRE-DENTAL, PRE-MEDICAL, PRE-OPTICAL, PRE-PHARMACY, AND PRE-VETERINARY (B.S.)

Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

Biology (32 sem. hrs.)
BIO 101-102 Principles of Biology I & II (8)
BIO 206 Microbiology (4)
BIO 209-210 Anatomy & Physiology (8)
BIO ___ Upper-Division Electives (300 or higher) (12)

Chemistry (16 sem. hrs.)
CHEM 101-102 Principles of Chemistry I & II (8)
CHEM 201-202 Organic Chemistry I & II (8)

Physics (8 sem. hrs.)
Choice of PHYS 101–102 or PHYS 201–202 (8 sem. hrs.)
PHYS 101-102 Principles of Physics I & II (8)
PHYS 201-202 Physics with Calculus I & II

Mathematics (5 - 6 sem. hrs.)
Choice of MATH 155–156 or MATH 207 (5-6 sem. hrs.)
MATH 155-156 Elementary Functions I & II (6)
MATH 207 Calculus I (5)

All courses required in the major must be completed with a "C-" or better in order to satisfy the major. If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207, then they have completed the Math requirement for this major. If MATH 221 is required, it must still be taken.

BIOLOGY — PRE-PHYSICAL THERAPY (B.S.)

Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

Biology (32 sem. hrs.)
BIO 101-102 Principles of Biology I & II (8)
BIO 206 Microbiology (4)
BIO 209-210 Anatomy and Physiology I & II (8)
BIO 309 Human Physiology (4)
BIO 405 Microanatomy (3)
BIO ___ Upper-Division Electives (300 or higher) (6)

Chemistry (16 sem. hrs.)
CHEM 101-102 Principles of Chemistry I & II (8)
CHEM 201-202  Organic Chemistry I & II  (8)

Physics (8 sem. hrs.)
PHYS 101-102  Principles of Physics I & II  (8)

Psychology (6 sem. hrs.)
PSYCH 120  Principles of Psychology  (3)
PSYCH 210  Human Development Across the Lifespan  (3)

Mathematics (9 sem. hrs.)
MATH 155-156  Elementary Functions I & II (or Math 207 (5) )  (5-6)
MATH 221  Statistics  (3)

Other (3 sem. hrs.)
PE 381  Exercise Physiology  (3)

All courses required in the major must be completed with a "C-" or better in order to satisfy the major. If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207, then they have completed the Math requirement for this major. If MATH 221 is required, it must still be taken.

ACCELERATED B.S. BIOLOGY/DOCTOR OF PHYSICAL THERAPY (D.P.T.) PROGRAM

This option allows a limited number of well-qualified students to finish their baccalaureate degree in biology after completing the first year of the graduate level physical therapist educational program. Foundational science coursework taken during the first year of physical therapy curriculum satisfies the B.S. in Biology degree’s elective course work.

Students complete a minimum of 110 semester credit hours and most requirements for their bachelor’s degree over the first three years of their undergraduate program including courses needed for the major and university core requirements. In addition, students complete all courses needed to fulfill the physical therapy program’s prerequisites. This may require, because of course offering rotations, that accelerated degree program students attend classes during two summers.

B.S. in Biology Requirements
Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

Biology (27 sem. hrs.)
BIO 101-102  Principles of Biology I & II  (8)
BIO 206  Microbiology  (4)
BIO 209 - 210  Anatomy and Physiology I & II  (8)
BIO 405  Microanatomy  (3)
BIO 309  Human Physiology  (4)

Chemistry (16 sem. hrs.)
CHEM 101-102  Principles of Chemistry I & II  (8)
CHEM 201-202  Organic Chemistry I & II  (8)

Mathematics (8 or 9 sem. hrs.)
MATH 155 - 156  Elementary Functions I & II (or Math 207 (5) )  (5-6)
MATH 221  Statistics  (3)

If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207, then they must take MATH 207 for this major. If MATH 221 is required, it must still be taken.

Physics (8 sem. hrs.)
PHYS 101-102  Principles of Physics I & II  (8)

Psychology (6 sem. hrs.)
PSYCH 120  Principles of Psychology  (3)
PSYCH 210  Human Development Across the Lifespan  (3)

Other (3 sem. hrs.)
PE 381  Exercise Physiology  (3)

Fourth-year Biology/Physical Therapy Foundational Science (21 sem. hrs.)
PT 503/PT 603  Human Anatomy  (6)
PT 506/PT 606  Foundations of Pharmacology  (2)
PT 511/PT 611  Foundations of Clinical Science  (4)
PT 515/PT 615  Foundations of Biomechanics  (5)
PT 504/PT 604  Foundations of Neuroscience  (4)
Doctor of Physical Therapy (D.P.T.) Requirements
Division of Physical Therapy – Chad Cook, Chair

Refer to Graduate Catalog

Admission to the Accelerated B.S. Biology/doctor of physical therapy (d.p.t.) Program Follows Two Tracks:

Freshman admission*
Prospective freshman applicants must meet two of the following three academic criteria:

• High school GPA of 3.5 or higher;
• Minimum ACT score of 27 or SAT score of 1100,
• Graduate in the top 10% of their high school class.

In addition, freshman applicants must:

• Complete an accelerated degree program application form,
• Submit a writing sample,
• Interview with science and physical therapy faculty members.

Track II offers admission* to students enrolled at Walsh University who after their freshman year meet the following criteria:

• Must have two of the following three high school academic criteria:
  • High school GPA of 3.5 or higher;
  • Minimum ACT score of 27 or SAT score of 1100,
  • Graduated in the top 10% of their high school class
• Complete a minimum of 32 semester hours with a minimum GPA of 3.30,
• Complete BIO 101 & BIO 102, CHEM 101 & CHEM 102, MATH 155 -MATH 156, & PSYCH 120 with a minimum GPA of 3.30;
• Submit an accelerated degree program application, writing sample, and official transcript to pre-physical therapy accelerated degree program director;
• Interview with science and physical therapy faculty members.

Students in the accelerated degree program (B.S. Biology/Doctor of Physical Therapy) must follow all undergraduate and graduate academic policies and procedures including changes with the graduate program.

*Applicants accepted into the accelerated degree program are also provisionally accepted into the physical therapy program.
Conditions of provisional acceptance include completion of prerequisite courses with a minimum GPA of 3.0 or higher; completion of all courses taken over the first six semesters and those taken during summer sessions at a 3.0 GPA or higher; and, completion of all other admission requirements (except the bachelor’s degree) by the time the student enrolls in the first semester of the physical therapist educational program.

CHEMISTRY (B.S.)
Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

Chemistry (35 sem. hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101-102</td>
<td>Principles of Chemistry I &amp; II</td>
<td>(8)</td>
</tr>
<tr>
<td>CHEM 198-199</td>
<td>Chemistry Careers Seminar I</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 201-202</td>
<td>Organic Chemistry I &amp; II</td>
<td>(8)</td>
</tr>
<tr>
<td>CHEM 298-299</td>
<td>Chemistry Careers Seminar II</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 300</td>
<td>Foundations of Physical Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Quantitative Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Instrumental Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 303</td>
<td>Analytical Chemistry &amp; Lab</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 305</td>
<td>Inorganic Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 398</td>
<td>Chemistry Careers Seminar III</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 390</td>
<td>Chemistry Internship</td>
<td>(2)</td>
</tr>
<tr>
<td>CHEM 415L</td>
<td>Integrated Laboratory I</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 416L</td>
<td>Integrated Laboratory II</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 417L</td>
<td>Integrated Laboratory III</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 450</td>
<td>Environmental Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 460</td>
<td>Materials Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 470</td>
<td>Nano &amp; Fuel Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 498-499</td>
<td>Chemistry Careers Seminar IV</td>
<td>(1)</td>
</tr>
</tbody>
</table>

Mathematics (13 sem. hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 207</td>
<td>Calculus I</td>
<td>(5)</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Calculus II</td>
<td>(4)</td>
</tr>
</tbody>
</table>
Physics (8 sem. hrs.)

Choice of PHYS 101–102 or PHYS 201–202 (8 sem. hrs.)
PHYS 101-102 Principles of Physics I & II
PHYS 201-202 Physics with Calculus I & II

All courses required in the major must be completed with a "C-" or better in order to satisfy the major.

Chemistry — Pre-Dental, Pre-Medical, Pre-Optical, Pre-Pharmacy, and Pre-Veterinary (B.S.)

Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

Biology (20 sem. hrs.)
BIO 101-102 Principles of Biology I & II (8)
BIO 206 Microbiology (4)
BIO 209-210 Anatomy & Physiology (8)

Chemistry (35 sem. hrs.)
CHEM 101-102 Principles of Chemistry I & II (8)
CHEM 201-202 Organic Chemistry I & II (8)
CHEM 301 Quantitative Analysis (4)
CHEM 302 Instrumental Analysis (4)
CHEM 305 Inorganic Chemistry (3)
CHEM 401-402 Physical Chemistry I & II (8)

Mathematics (13 sem. hrs.)
MATH 207 Calculus I (5)
MATH 208 Calculus II (4)
MATH 307 Calculus III (4)

Physics (8 sem. hrs.)

Choice of PHYS 101-102 or PHYS 201-202 (8 sem. hrs.)
PHYS 101-102 Principles of Physics I & II
PHYS 201-202 Physics with Calculus I & II

Clinical Laboratory Science (B.S.)

Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

This 3-1 major is offered in conjunction with recognized medical centers or hospitals. Walsh University is affiliated with The Cooperative Medical Technology Program of Akron, Ohio. The courses offered by the affiliates for the fourth year include Chemistry, Immunology, Hematology, Coagulation, Blood Banks, Urinalysis, Bacteriology, Parasitology, Mycology, and electives.

Biology (15 sem. hrs.)
BIO 206 Microbiology (4)
BIO 209-210 Anatomy and Physiology I & II (8)
BIO 304 Immunology (3)
BIO 402 Genetics (4)

Chemistry (16 sem. hrs.)
CHEM 101-102 Principles of Chemistry I & II (8)
CHEM 201-202 Organic Chemistry I & II (8)

Mathematics (8-9 sem. hrs.)
Choice of MATH 155–156 or MATH 207 (5-6 sem. hrs.)
MATH 155-156 Elementary Functions I & II (6)
or MATH 207 Calculus I (5)
MATH 221 Statistics .3

Note: The student in this program also must satisfy requirements of the hospital at which the clinical laboratory internship is to be served for the fourth year (for example, some hospitals require Biochemistry and/or Parasitology in addition to the courses listed above). See Division Chair for advising.

Communication (B.A.)

Division of Humanities — Dr. Mark C. Rogers, Chair

Communication (36 sem. hrs.)
COM 210 Mass Communication and Society (3)
COM/ENG 211 Speech (3)
COM 212 Interpersonal Communication (3)
COM 250 Writing for Mass Media (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 320</td>
<td>Research Methods in Mass Communication</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 370</td>
<td>Mass Media Law and Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 420</td>
<td>Mass Communication Issues and Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>COM</td>
<td>Elective (Upper-level Communication writing course)</td>
<td>(3)</td>
</tr>
<tr>
<td>COM Electives</td>
<td></td>
<td>(12 sem. hrs.)</td>
</tr>
</tbody>
</table>

COM 370 and COM 420 may be repeated for credit.

**Note:** Communication majors and minors also may choose from the following courses to satisfy Communication Department elective semester hour requirements: ENG 220, ENG 240, ENG 320, ENG 323, ENG 335, ENG 340, ENG 342, ENG 385, ENG 420, ENG 440, BUS 216, BUS 316, BUS 113, BUS 233, BUS 308.

**COMPREHENSIVE SCIENCE (B.S.)**

*Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair*

**Comprehensive Science (56 sem. hrs.)**

**Biology (20 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Principles of Biology I</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 101L</td>
<td>Principles of Biology I: Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>BIO 102</td>
<td>Principles of Biology II</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 102L</td>
<td>Principles of Biology I: Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>BIO 305</td>
<td>Botany</td>
<td>(4)</td>
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<tr>
<td>BIO ___</td>
<td>Elective</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO ___</td>
<td>Elective (300 or above)</td>
<td>(4)</td>
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**Chemistry (20 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>Principles of Chemistry I</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 101L</td>
<td>Principles of Chemistry I: Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Principles of Chemistry II</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 102L</td>
<td>Principles of Chemistry II: Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 201L</td>
<td>Organic Chemistry I: Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>(3)</td>
</tr>
<tr>
<td>CHEM 202L</td>
<td>Organic Chemistry II: Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM ___</td>
<td>Elective (300 or above)</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**Math (8 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 207</td>
<td>Calculus I</td>
<td>(5)</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td>(3)</td>
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</tbody>
</table>

**Physics (8 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td>(3)</td>
</tr>
<tr>
<td>PHYS 101L</td>
<td>Principles of Physics I: Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>PHYS 102</td>
<td>Principles of Physics II</td>
<td>(3)</td>
</tr>
<tr>
<td>PHYS 102L</td>
<td>Principles of Physics I: Lab</td>
<td>(1)</td>
</tr>
</tbody>
</table>

*Math and Science requirements in major also fulfill core requirements*

**COMPUTER SCIENCE (B.S.)**

*Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair*

**Computer Science (38-39 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>Introductory Programming</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 211</td>
<td>Programming Structures</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 221</td>
<td>Database Techniques</td>
<td>(3)</td>
</tr>
<tr>
<td>Choice of CS 230 or 231</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>CS 230</td>
<td>Discrete Patterns I</td>
<td></td>
</tr>
<tr>
<td>CS 231</td>
<td>Discrete Patterns II</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 306</td>
<td>Computer Organization</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 311</td>
<td>Programming Algorithms</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 402</td>
<td>Modular Projects</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 408</td>
<td>Operating Systems</td>
<td>(3)</td>
</tr>
<tr>
<td>Choice of CS 314 or 403</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>CS 314</td>
<td>Functional Programming</td>
<td></td>
</tr>
<tr>
<td>CS 403</td>
<td>Object-oriented Programming with C++</td>
<td></td>
</tr>
</tbody>
</table>

*Computer Science/Mathematics electives:*

Two CS electives above 200 (COM 330 may count as a CS elective.) (6)

Two MATH courses 155 or above or MATH 207 (may be fulfilled in core) (5-6)

**NOTE:** Credit for courses not listed in the Catalog requires permission of the Director of Computer Science in order to be counted toward the Computer Science program. Any waiver
**CORPORATE COMMUNICATION (B.A.)**  
*Division of Humanities — Dr. Mark C. Rogers, Chair*

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

### Business (18 sem. hrs.)
- **BUS 110** Integrative Business Experience I (3)
- **BUS 113** Comm. in a Multicultural Environment (3)
- **BUS 233** Marketing in a Global Environment (3)
- **BUS 360** Multicultural Management (3)
- **BUS 112** Business Ethics in a Global Environment (3)
- **BUS 308** Global Integrated Marketing Comm. (3)

### Communication (24 sem. hrs.)
- **COM/ENG 211** Speech (3)
- **COM 212** Interpersonal Communication (3)
- **COM 250** Writing for Mass Media (3)
- **COM 330** Desktop Publishing (3)
- **COM 360** Introduction to Advertising and Public Relations (3)
- **COM 370** Mass Media Law and Ethics (3)
- **COM 460** Advanced Advertising and Public Relations (3)
- **COM 475** Senior Capstone Experience in Corporate Communication (3)

### Economics (3 sem. hrs.)
- **ECON 205** TI: Introduction to Economics (3)

*ECON 205 satisfies core curriculum requirements.*

### EARLY CHILDHOOD EDUCATION LICENSURE PROGRAM (B.S.E.)
*Division of Education — Dr. Jean A. DeFazio, Chair*

### Education (36 sem. hrs.)
- **EDUC 107** School & Society: An Introduction to Education (3)
- **EDUC 206** Exceptionalities and Multiculturalism in a Global Society (3)
- **EDUC 208** Instructional Technology (3)
- **EDUC 250** Developmental Language & Literacy (3)
- **EDUC 252** The Principles & Practices of Teaching Phonics (3)
- **EDUC 264** Educational Psychology (3)
- **EDUC 351** Methods of Teaching Developmental Reading (3)
- **EDUC 353** Reading Assessment & Intervention (3)
- **EDUC 467** Student Teaching Experience (9)
- **EDUC 468** Student Teaching Seminar (3)

### Early Childhood Education (20 sem. hrs.)
- **ECE 210** Introduction to Early Childhood Education (3)
- **ECE 211** Early Childhood Education: Assessment, Growth & Development (3)
- **ECE 313** Early Childhood Language Arts & Social Studies Methods (4)
- **ECE 315** Early Childhood Mathematics & Science Methods (4)
- **ECE 318** Early Childhood Integrated Arts Methods (3)
- **ECE 410** ECE: Professionalism in Practice, Pre-Student Teaching (3)

### Intervention Specialist Education (11 sem. hrs.)
- **ISE 243** Positive Learning Environments (3)
- **ISE 245** Families, Schools & Communities (3)
- **ISE 340** Augmentative/Assistive Technologies (2)
- **ISE 341** Assessment and Planning: ECE (3)

### Physical Education (3 sem. hrs.)
- **PE 263** Personal and Community Health (3)

### English (6 sem. hrs.)
- **ENG 211/COM 211** Speech (3)
- **ENG 331** Children’s Literature (3)

### Mathematics (6 sem. hrs.)
- **MATH 107** Mathematics for Educators I (3)
### EARLY CHILDHOOD INTERVENTION SPECIALIST LICENSURE PROGRAM (ECIS) WITH MODERATE/INTENSIVE INTERVENTION SPECIALIST LICENSURE (B.S.E.)

*Division of Education — Dr. Jean A. DeFazio, Chair*

<table>
<thead>
<tr>
<th>Component</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (39 sem. hrs.)</td>
<td>EDUC 107 - School &amp; Society: An Introduction to Education (3)&lt;br&gt;EDUC 206 - Exceptionalities and Multiculturalism in a Global Society (3)&lt;br&gt;EDUC 208 - Instructional Technology (3)&lt;br&gt;EDUC 250 - Developmental Language &amp; Literacy (3)&lt;br&gt;EDUC 252 - The Principles &amp; Practices of Teaching Phonics (3)&lt;br&gt;EDUC 255 - Cognitive &amp; Language Development (3)&lt;br&gt;EDUC 264 - Educational Psychology (3)&lt;br&gt;EDUC 351 - Methods of Teaching Developmental Reading (3)&lt;br&gt;EDUC 353 - Reading Assessment &amp; Intervention (3)&lt;br&gt;EDUC 467 - Student Teaching Experience (9)&lt;br&gt;EDUC 468 - Student Teaching Seminar (3)</td>
</tr>
<tr>
<td>Early Childhood Education (23 sem. hrs.)</td>
<td>ECE 210 - Introduction to Early Childhood Education (3)&lt;br&gt;ECE 211 - ECE: Assessment, Growth and Development (3)&lt;br&gt;ECE 313 - Early Childhood Language Arts &amp; Social Studies Methods (4)&lt;br&gt;ECE 315 - Early Childhood Mathematics &amp; Science Methods (4)&lt;br&gt;ECE 318 - Early Childhood Integrated Arts Methods (3)&lt;br&gt;ECE 319 - Early Childhood Curriculum &amp; Intervention Strategies (Mod/Int) (3)&lt;br&gt;ECE 410 - ECE Professionalism in Practice: Pre-Student Teaching (3)</td>
</tr>
<tr>
<td>Intervention Specialist Education (17 sem. hrs.)</td>
<td>ISE 243 - Positive Learning Environments (3)&lt;br&gt;ISE 244 - Issues and Needs: Special Education (3)&lt;br&gt;ISE 245 - Families, Schools &amp; Communities (3)&lt;br&gt;ISE 340 - Augmentative/Assistive Technologies (2)&lt;br&gt;ISE 341 - Assessment and Planning: ECE (3)&lt;br&gt;ISE 347 - Sensory/Motor/Health Intervention Strategies (3)</td>
</tr>
<tr>
<td>Physical Education (3 sem. hrs.)</td>
<td>PE 263 - Personal and Community Health (3)</td>
</tr>
<tr>
<td>English (6 sem. hrs.)</td>
<td>ENG 211/COM 211 - Speech (3)&lt;br&gt;ENG 331 - Children’s Literature (3)</td>
</tr>
<tr>
<td>Mathematics (6 sem. hrs.)</td>
<td>MATH 107 - Mathematics for Educators I (3)&lt;br&gt;MATH 108 - Mathematics for Educators II (3)</td>
</tr>
<tr>
<td>Government and Foreign Affairs (3 sem. hrs.)</td>
<td>GFA 209 - World Regional Geography (3)</td>
</tr>
</tbody>
</table>

### EDUCATION (NON LICENSURE PROGRAM) (B.S OR B.A.)

*Division of Education — Dr. Jean A. DeFazio, Chair*

<table>
<thead>
<tr>
<th>Component</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Education and/or Content Area Courses (66 sem. hrs.)</td>
<td>EDUC 107 - School &amp; Society: An Introduction to Education (3)&lt;br&gt;EDUC 206 - Exceptionalities and Multiculturalism in a Global Society (3)&lt;br&gt;EDUC 208 - Instructional Technology (3)&lt;br&gt;EDUC 264 - Educational Psychology (3)&lt;br&gt;PE 263 - Personal &amp; Community Health (3)</td>
</tr>
<tr>
<td>Choose one of the following: (3 sem. hrs.)</td>
<td>ECE 210 - Introduction to Early Childhood Education (3)</td>
</tr>
</tbody>
</table>
ISE 244  Issues and Needs: Special Education (3)
MCE 222  Middle Childhood: Best Practices and Classroom Management (3)
AYA 232  Adolescence & Young Adult: Best Practices and Classroom Management (3)
PE 262  Foundations of Physical Education (3)

ENGLISH (B.A.)
Division of Language and Letters — Dr. Ron Scott, Chair

English (39 sem. hrs., does not include ENG 101-102)
Required Gateway Course (3)
ENG 299 Introduction to Literary Interpretation and Criticism (3)

Historical Experience (Select 3) (9)
ENG 201  Literature of the British Isles I (3)
ENG 202  Literature of the British Isles II (3)
ENG 203  World Literature I (3)
ENG 204  World Literature II (3)
ENG 205  United States Literature I (3)
ENG 206  United States Literature II (3)

Introductory Writing Experience (Select 1) (3)
ENG 220  Introduction to Creative Writing (3)
ENG 240  Professional Writing I (3)

Advanced Writing Experience (Select 1) (3)
ENG 320  Advanced Creative Writing (3)
ENG 321  Composing Process (3)
ENG 323  Modern Rhetoric (3)
ENG 335  Travel Writing (3)
ENG 340  Professional Writing II (3)
ENG 342  Grant Writing (3)
COM 355  Broadcast Writing (3)
COM 365  Advertising/Public Relations Writing (3)
COM 401  Magazine Writing (3)
COM 407  Screenwriting (3)

Electives (5 Courses only one of which may be 200-level) (15)
Students are encouraged to create concentrations in literature including comparative literature studied in French or Spanish, composition or research and library studies

Capstone Experience (Select 2, one of which must be literature) (6)
ENG 401  Seminar in American Authors (3)
ENG 402  Seminar in Authors of the British Isles (3)
ENG 403  Seminar in Comparative or Continental Literature (3)
ENG 420  Creative Writing: Publication and Performance (3)
ENG 440  Advanced Studies in Composition (3)

ENVIRONMENTAL SCIENCE (B.S.) - ANALYTICAL CHEMISTRY CONCENTRATION
Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair

Chemistry (23-25 sem. hrs.)
CHEM 101-102  Principles of Chemistry I & II with Labs (8)
CHEM 206  Organic Chemistry for Environmental Sciences with Lab (4)
CHEM 303  Analytical Chemistry & Lab (4)
CHEM 405  Special Topics: Green Chemistry (3-4)
CHEM 450  Environmental Chemistry (3)
CHEM 390, 411-12  Internship or Research Experience (1-2)

Biology (11 sem. hrs.)
BIO 101 - 102  Principles of Biology I & II with Labs (8)
BIO 314  Ecology (3)

Environmental Science (22 sem. hrs.)
ES 101  Environmental Science Seminar Series I (1)
ES 201  Environmental Science Seminar Series II (1)
ES/PHIL 230  Environmental Ethics & Policies (3)
ES 301  Environmental Science Seminar Series III (1)
ES/BIO 330 Conservation Biology (3)
ES/BIO 335 Biogeochemistry (3)
ES 401 Environmental Science Seminar Series IV (3)
ES 430 GIS/Remote Sensing (3)
ES/BIO 435 Limnology (Aquatic Ecology) (4)

Mathematics (9 sem. hrs.)
MATH 155-156 Elementary Functions I & II (6)
MATH 221 Statistics (3)

Natural Sciences (7 sem. hrs.)
NS 103 Environmental Science (4)

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

ENVIRONMENTAL SCIENCE (B.S.) - APPLIED BIOLOGICAL SCIENCES CONCENTRATION
Division of Mathematics and Sciences – Dr. Michael Dunphy, Chair

Chemistry (12 sem. hrs.)
CHEM 101-102 Principles of Chemistry I & II with Labs (8)
CHEM 450 Environmental Chemistry with Lab (4)

Biology (23-25 sem. hrs.)
BIO 101-102 Principles of Biology I & II with Labs (8)
BIO 206 Microbiology with Lab (4)
BIO 314 Ecology (3)
BIO Electives Choose two biological diversity or field courses (consult with advisor) (7-8)
BIO 390, 411 or 412 Internship or Research experience (1-2)

Environmental Science (22 sem. hrs.)
ES 101 Environmental Science Seminar Series I (1)
ES 201 Environmental Science Seminar Series II (1)
ES/PHIL 230 Environmental Ethics & Policies (3)
ES 301 Environmental Science Seminar Series III (1)
ES/BIO 330 Conservation Biology (3)
ES/BIO 335 Biogeochemistry (3)
ES 401 Environmental Science Seminar Series IV (3)
ES 430 GIS/Remote Sensing (3)
ES/BIO 435 Limnology (Aquatic Ecology) (4)

Mathematics (9 sem. hrs.)
MATH 155 Elementary Functions I (6)
MATH 221 Statistics (3)

Natural Sciences (7 sem. hrs.)
NS 103 Environmental Science (4)
NS 105 Geology (3)

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

EXERCISE SCIENCE (B.S.) - GRADUATE SCHOOL/PHYSICAL THERAPY TRACK
Division of Mathematics and Sciences – Dr. Michael Dunphy, Chair

Chemistry and Biology (24-28 sem. hrs.)
CHEM 101-102 Principles of Chemistry I & II (with Labs) (8)
BIO 101-102 Principles of Biology I & II (with Labs) (8)
BIO 209-210 Anatomy & Physiology I & II (with Labs) (8)
BIO 309 Human Physiology (required for Pre-PT) (4)

Exercise Science (35 sem. hrs.)
EXS/PE 262 Foundations of Physical Education, Exercise Science & Sport (3)
EXS/PE 261 First Aid (2)
EXS/PE 264 Organization of PE and Athletics (3)
EXS/PE 362 Prevention and Care of Athletic Injuries (3)
EXS/PE 381 Physiology of Exercise (3)
EXS/PE 385 Kinesiology (3)
EXS/PE 464 Tests & Measurements (3)
EXS/PE 474 Exercise Testing & Prescription (3)
EXS/PE 484 Concepts in Exercise Science (3)
EXS/PE 498-499 Introduction to Research (1-2)

Mathematics (3-9 sem. hrs.)
MATH 221 Statistics (MATH 104 - Algebra II is a pre-requisite) (3)
MATH 155-156 Elementary Functions I & II (required for Pre-PT & Physics) (6)

Other Requirements (6-14 sem. hrs.)
NS 207 Nutrition (3)
PHYS 101-102 Principles of Physics I & II with Labs (required for Pre-PT) (8)
PSYCH 210 Human Development (3)

Electives (Choose 6 credit hours from the following)
BIO 407 Molecular Pharmacology (3)
PE 494 Internship (3)
PSYCH 251 Physiological Psychology (3)
SOC 311 H1: Health, Healing & Wellness (3)
PHIL 304 H3: Bioethics (3)
PSYCH 401 Abnormal Psychology (PSYCH 251 pre-req or permission) (3)

All courses must be completed with a C- or better to be counted toward completion of the major.

**EXERCISE SCIENCE (B.S.) - PROFESSIONAL TRACK**

*Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair*

Chemistry and Biology (16 sem. hrs.)
CHEM 109-110 General Organic & Biochemistry I & II (with Labs) (8)
BIO 209-210 Anatomy & Physiology I & II (with Labs) (8)

Environmental Science (22 sem. hrs.)
EXS/PE 262 Foundations of Physical Education, Exercise Science & Sport (3)
EXS/PE 261 First Aid (2)
EXS/PE 263 Personal & Community Health (3)
EXS/PE 264 Organization of PE and Athletics (3)
EXS/PE 362 Prevention and Care of Athletic Injuries (3)
EXS/PE 363 Advanced Athletics Injury Management (3)
EXS/PE 381 Physiology of Exercise (3)
EXS/PE 385 Kinesiology (3)
EXS/PE 464 Tests & Measurements (3)
EXS/PE 474 Exercise Testing & Prescription (3)
EXS/PE 484 Concepts in Exercise Science (3)
EXS/PE 494 Internship (6)

Mathematics (3 sem. hrs.)
MATH 221 Statistics (MATH 104 - Algebra II is a pre-requisite) (3)

Other Requirements (6 sem. hrs.)
NS 207 Nutrition (3)
PSYCH 210 Human Development (3)

Electives (Choose 6 credit hours from the following)
BIO 309 Human Physiology (4)
EXS/PE 498-99 Introduction to Research (1-2)
PSYCH 251 Physiological Psychology (3)
SOC 311 H1: Health, Healing & Wellness (3)
PHIL 304 H3: Bioethics (3)
PSYCH 401 Abnormal Psychology (PSYCH 251 pre-req or permission) (3)

All courses must be completed with a C- or better to be counted toward completion of the major.

**FRENCH (B.A.)**

*Division of Language and Letters — Dr. Ron Scott, Chair*

English
ENG 203-204 recommended to fulfill core requirement in English

French (30 sem. hrs., not including FREN 101-102)
FREN 201-202 Intermediate French I & II (6)
FREN 301-302 Advanced French I & II (6)
FREN 303-304  
Survey of French Literature I & II  
(6)

FREN 499  
Capstone Experience  
(3)

FREN  
Electives (200,300-400 level depending on level student begins)  
(12 to 18 sem. hrs.)

**GENERAL STUDIES (B.A. OR B.S.)**  
*Division of Humanities — Dr. Mark C. Rogers, Chair*

General Studies Requirements; 38 credit hours

Disciplinary Studies – 3 clusters from 3 disciplines of twelve credit hours each

- **Discipline/Area of Study A**  
  12 credit hours

- **Discipline/Area of Study B**  
  12 credit hours

- **Discipline/Area of Study C**  
  12 credit hours

**Humanities (3 sem. hrs.)**

- **HUM 201**  
  Library Research  
  1 credit hour

- **HUM 401**  
  Integrative Project  
  2 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 HUM 201 requirement can be waived for students who have taken a research methods course in another discipline.

**GOVERNMENT AND FOREIGN AFFAIRS (B.A.)**  
*Division of Humanities — Dr. Mark Rogers, Chair*

Government and Foreign Affairs (33 sem. hrs.)

- **GFA 103**  
  American Government  
  (3)

- **GFA 214**  
  Introduction to Research  
  (3)

- **GFA 215**  
  Research Methods in Political Science (formerly Scope and Methods in Political Science)  
  (3)

- **GFA 301**  
  World Politics (formerly International Politics)  
  (3)

- **GFA 303**  
  American Political Thought  
  (3)

- **GFA electives**  
  (15 sem. hrs.)

- **GFA Capstone**  
  (3)

**GRAPHIC DESIGN (B.A.)**  
*Division of Humanities — Dr. Mark C. Rogers, Chair*

Major Requires 36 credit hours

**Core 1 Requirements (21 credit hours)**

- **ART 101**  
  Art History  
  (3)

- **ART 102**  
  Visual Order  
  (3)

- **COM 285**  
  Visual Communications  
  (3)

- **ART/COM 295**  
  Graphic Design I  
  (3)

- **ART/COM 296**  
  Graphic Design II  
  (3)

- **COM 330**  
  Desktop Publishing  
  (3)

- **ART 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 2.5 GPA, and meet standards consistent with the graphic design profession.

**Core 2 Requirements (12 credit hours)**

- **ART 398**  
  Graphic Design IV  
  (3)

- **ART 430**  
  Internship I  
  (3)

- **ART 431**  
  Internship II  
  (3)

- **ART 440**  
  Portfolio/Capstone  
  (3)

**Electives Choice of two (6 credit hours)**

- **COM 292**  
  Digital Photojournalism  
  (3)

- **ART 103**  
  Drawing  
  (3)

- **ART 210-Series**  
  Special Topics in Art History  
  (3)

- **ART 220-Series**  
  Special Topics in Studio Art  
  (3)

- **COM 402**  
  Advanced Desktop Publishing  
  (3)

- **CS 251**  
  Web Publishing  
  (3)

- **ART 385-Series**  
  Special Topics in Advanced Design  
  (3)
HISTORY (B.A.)
Division of Humanities — Dr. Mark C. Rogers, Chair

History Major Requirements (37 sem. hrs.)
1) Required courses for all majors:
- HIST 101-102 World Civilization to 1500/1500 to Present (6)
- HIST 103-104 History of the United States to 1860/Since 1860 (6)
- HUM 201 Library Research (1)
- HIST 400 Senior Seminar: Methodology & Research (3)

2) Concentration: choose 3 courses from either Category A or B (9)
3) Choose one course from each of the remaining three groups (9)
4) One History Elective (3)

Required Classes
- HIST 101 World Civ. to 1500 (3)
- HIST 102 World Civ. Since 1500 (3)
- HIST 103 History of the US to 1860 (3)
- HIST 104 History of the US Since 1860 (3)
- HUM 201 Library Research (1)
- HIST 400 Senior Seminar: Methodology & Research (3)

Category A – U.S. History Electives
- HIST 203 Diplomatic History of the U.S. to 1877 (3)
- HIST 204 Diplomatic History of the U.S. Since 1877 (3)
- HIST 205 American Colonial History (3)
- HIST 225 African-American History (3)
- HIST 227 Women in U.S. History (3)
- HIST 320 History of Ohio (3)
- HIST 325 Civil War & Reconstruction (3)
- HIST 328 Gilded and Progressive Age America (3)
- HIST 334 Constitutional History of the U.S. (3)
- HIST 335 U.S. in the 20th Century (3)

Category B – European History Electives
- HIST 208 French Revolution and Napoleon (3)
- HIST 305 History of Western Law (3)
- HIST 308 History of the Ancient World (3)
- HIST 309 History of Medieval Europe (3)
- HIST 310 History of Early Modern Europe (3)
- HIST 311 History of Modern Europe (3)
- HIST 313 Rise and Fall of Nazi Germany (3)
- HIST 323 Making Modern England (3)
- HIST 413 European Intellectual History (3)

Category C – World History Electives
- HIST 318 The Industrial Revolution in the World (3)
- HIST 336 Modern Latin America (3)
- HIST 337 The Modern Middle East (3)
- HIST 338 History of Africa (3)
- HIST 410 Aspects of East Asian Civ. (3)

Also: HIST 425 Readings in History (3)

Category D: Catholic History
- HIST 309 History of Medieval Europe* (3)
- HIST 310 History of Early Modern Europe* (3)
- HIST 336 Modern Latin America* (3)
- HIST 350 American Catholic History (3)
- HIST 435 The Papacy (3)

* Courses must be applied to either category B or D.

INTERNATIONAL RELATIONS MAJOR (B.A.)
Division of Humanities — Dr. Mark Rogers, Chair

Common Professional Component (18 – 21 hours):
- GFA 209 World Regional Geography (3)
- GFA 214 Introduction to Research (3)
- ECON 203 TI: Global Microeconomics (3)
ECON 204  Global Macroeconomics (3)
HIST 102  World Civilization 1500 to Present (3)
**Global Learning Experience (3-6)

**Economics (3 semester hours):**
Choose three hours from:
- ECON 301  Global Economic Perspectives (3)
- ECON 320  International Trade and Finance (3)

**Government and Foreign Affairs (9 semester hours):**
Choose 9 hours from:
- GFA 213  Comparative Politics (3)
- GFA 301  World Politics (formerly International Politics) (3)
- GFA 401  Poverty and Prosperity in the Developing World (formerly Politics and Economics of Developing Countries) (3)
- GFA 409  International Political Economy (3)
- GFA 415  International Law (3)

**History (9 semester hours):**
Choose 9 hours from:
- HIST 311  History of Modern Europe (3)
- HIST 336  Modern Latin America (3)
- HIST 337  The Modern Middle East (3)
- HIST 338  History of Africa (3)
- HIST 410  Aspects of East Asian Civilization (3)

**Foreign Language (9 semester hours):**
Nine hours at the 202 level and above in a spoken foreign language
** A Global Experience is defined as an experience unique to a student designed in collaboration with a faculty mentor and could include but is not limited to a study abroad program, a Washington or other internship with an international organization or an embassy or another experience that exposes the student to some aspect of international relations and is international in perspective. The Director of Global Learning must approve the Global Learning Experience.

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**INTERVENTION SPECIALIST — LICENSURE PROGRAM — MILD/MODERATE INTERVENTION PROGRAM**

**Division of Education — Dr. Jean A. DeFazio, Chair**

**Education (36 sem. hrs.)**
- EDUC 107  School & Society: An Introduction to Education (3)
- EDUC 206  Exceptionalities and Multiculturalism in a Global Society (3)
- EDUC 208  Instructional Technology (3)
- EDUC 250  Developmental Language & Literacy (3)
- EDUC 252  The Principles & Practices of Teaching Phonics (3)
- EDUC 264  Educational Psychology (3)
- EDUC 351  Methods of Teaching Developmental Reading (3)
- EDUC 353  Reading Assessment & Intervention (3)
- EDUC 467  Student Teaching Experience (9)
- EDUC 468  Student Teaching Seminar (3)

**Intervention Specialist Education (28 sem. hrs.)**
- ISE 243  Positive Learning Environments (3)
- ISE 244  Issues & Needs: Special Education (3)
- ISE 245  Families, Schools & Communities (3)
- ISE 340  Augmentative/Assistive Technologies (2)
- ISE 342  Assessment & Planning: Intervention Specialist (3)
- ISE 343  Curriculum/Adaptive Strategies (3)
- ISE 345  Transitions: Planning & Intervention (2)
- ISE 348  Teaching Math & Science for Students with Special Needs (3)
- ISE 349  Teach. L.A. & S.S. for Students with Special Needs (3)
- ISE 441  ISE Professionalism in Practice; Pre-Student Teaching (3)

**Physical Education (3 sem. hrs.)**
- PE 263  Personal and Community Health (3)

**English (6 sem. hrs.)**
- ENG 211/COM 211  Speech (3)
- ENG 331  Children’s Literature (3)
### Mathematics (6 sem. hrs.)
- **MATH 107** Mathematics for Educators I (3)
- **MATH 108** Mathematics for Educators II (3)

### Government and Foreign Affairs (3 sem. hrs.)
- **GFA 209** World Regional Geography (3)

### Intervention Specialist — Licensure Program — Moderate/Intensive Intervention Program

**Education (39 sem. hrs.)**
- **EDUC 107** School & Society: An Introduction to Education (3)
- **EDUC 206** Exceptionalities and Multiculturalism in a Global Society (3)
- **EDUC 208** Instructional Technology (3)
- **EDUC 250** Developmental Language & Literacy (3)
- **EDUC 252** The Principles & Practices of Teaching Phonics (3)
- **EDUC 255** Cognitive and Language Development (3)
- **EDUC 264** Educational Psychology (3)
- **EDUC 351** Methods of Teaching Developmental Reading (3)
- **EDUC 353** Reading Assessment & Intervention (3)
- **EDUC 467** Student Teaching Experience (9)
- **EDUC 468** Student Teaching Seminar (3)

**Intervention Specialist Education (31 sem. hrs.)**
- **ISE 243** Positive Learning Environments (3)
- **ISE 244** Issues & Needs: Special Education (3)
- **ISE 245** Families, Schools & Communities (3)
- **ISE 340** Augmentative/Assistive Technologies (2)
- **ISE 342** Assessment & Planning: Intervention Specialist (3)
- **ISE 343** Curriculum/Adaptive Strategies (3)
- **ISE 344** Curriculum/Intervention Strategies (3)
- **ISE 345** Transitions: Planning & Intervention (2)
- **ISE 346** Functional Academic/Life Skills for Students with Special Needs (3)
- **ISE 347** Sensory/Motor/Health Intervention Strategies (3)
- **ISE 441** ISE Professionalism in Practice: Pre-Student Teaching (3)

**Physical Education (3 sem. hrs.)**
- **PE 263** Personal and Community Health (3)

**English (6 sem. hrs.)**
- **ENG 211/COM 211** Speech (3)
- **ENG 331** Children’s Literature (3)

**Mathematics (6 sem. hrs.)**
- **MATH 107** Mathematics for Educators I (3)
- **MATH 108** Mathematics for Educators II (3)

**Government and Foreign Affairs (3 sem. hrs.)**
- **GFA 209** World Regional Geography (3)

### Mathematics (B.S.)

**Division of Mathematics and Sciences — Dr. Michael Dunphy, Chair**
See course sequence restrictions on page 38.

**Mathematics (40 sem. hrs.)**
- **MATH 207-208** Calculus I & II (9)
- **MATH 230** Discrete Patterns I (3)
- **MATH 307** Calculus III (4)
- **MATH 313** Linear Algebra I (3)
- **MATH 321** Probability and Statistical Inference I (3)
- **MATH 405** Intro to Modern Analysis I (3)
- **MATH 421** Intro to Modern Algebra I (3)
- **MATH 450** Seminar (3)
- **MATH elective (above 200, but not 221)** (9 sem. hrs.)
Computer Science (3 sem. hrs.)
CS elective (111 or higher but not 230) (3 sem. hrs.)

NOTE: Credit for courses not listed in this Catalog requires permission of the Division Chair in order to be counted toward the mathematics major. Any deviations/waivers must be in writing and signed by the Division Chair.

MIDDLE CHILDHOOD EDUCATION
Licensure Program (B.A., B.S.E.)
Division of Education — Dr. Jean A. DeFazio, Chair

Education (39 sem. hrs.)
EDUC 107 School & Society: An Introduction to Education (3)
EDUC 206 Exceptionalities and Multiculturalism in a Global Society (3)
EDUC 208 Instructional Technology (3)
EDUC 252 The Principles & Practices of Teaching Phonics (3)
EDUC 264 Educational Psychology (3)
EDUC 351 Methods of Teaching Developmental Reading (3)
EDUC 353 Reading Assessment & Intervention (3)
EDUC 354 Reading in the Content Area (3)
EDUC 467 Student Teaching Experience (9)
EDUC 468 Student Teaching Seminar (3)
PE 263 Personal and Community Health (3)

Middle Childhood Education (9 sem. hrs.)
MCE 222 Best Practices and Classroom Management (3)
Choice of two from MCE 423, 424, 425 and 426: (3 sem. hrs.)
MCE 423 Middle Childhood Professionalism in Practice: Language Arts Pre-Student Teaching (1.5)
MCE 424 Middle Childhood Professionalism in Practice: Mathematics Pre-Student Teaching (1.5)
MCE 425 Middle Childhood Professionalism in Practice: Science Pre-Student Teaching (1.5)
MCE 426 Middle Childhood Professionalism in Practice: Social Studies Pre-Student Teaching (1.5)
MCE 420 Middle Childhood Teaching, Learning & Assessment (3)

English (6 sem. hrs.)
ENG 211/COM 211 Speech (3)
ENG 330 Adolescent and Young Adult Literature (3)

CONCENTRATIONS Students must choose 2 of the following four areas of concentration:

Language Arts (27 sem. hrs.)
ENG 200-2 Introduction to Literature (Created Equal: Issues of Race & Gender Required) (3)
ENG 211 Speech (3)
ENG 220 Introduction to Creative Writing (3)
ENG 230 Literacy Form and Function (3)
ENG 321 The Composing Process (3)
ENG 330 Adolescent and Young Adult Literature (3)
COM 210 Mass Communication (3)
Choice of two: (6 sem. hrs.)
COM 212 Interpersonal Communication (3)
ENG 204 World Literature II (3)
ENG 206 U.S. Literature (3)
ENG 331 Children’s Literature (3)

Mathematics (24 sem. hrs.)
MATH 107 Mathematics for Educators I (3)
MATH 108 Mathematics for Educators II (3)
MATH 110 Mathematics in the World (3)
MATH 155/156 Elementary Functions I & II (6)
MATH 160 Euclidean Geometry (3)
MATH 221 Statistics (3)
MATH 210 Mathematics for MCE (3)

Science (24-26 sem. hrs.)
BIO 101/101L Principles of Biology I (4)
BIO 102/102L Principles of Biology II (4)
CHEM 109/109L General, Organic and Biochemistry or CHEM 101/101L Principles of Chemistry I (4)
NS 104 Physical Science (3)
NS 105 Introduction to Geology (3)
NS 210 Astronomy and Planetary Science (3)
Social Studies (27 sem. hrs.)
HIST 101 World Civilization to 1500 (3)
HIST 102 World Civilization 1500 to Present (3)
HIST 103 History of the United States to 1860 (3)
HIST 104 History of the United States since 1860 (3)
ECON 205 TI: Introduction to Economics (3)
GFA 103 American Government (3)
GFA 209 World Regional Geography (3)
GFA 301 World Politics (formerly International Politics) (3)
SOC 205 Social & Cultural Diversity (3)

MULTI-AGE PHYSICAL EDUCATION
Licensure Program (B.S.E.)
Division of Education — Dr. Jean A. DeFazio, Chair

Education (30 sem. hrs.)
EDUC 107 School & Society: An Introduction to Education (3)
EDUC 206 Exceptionalities and Multiculturalism in a Global Society (3)
EDUC 208 Instructional Technology (3)
EDUC 264 Educational Psychology (3)
EDUC 463 Multi-Age Professionalism in Practice: Pre Student Teaching (3)
EDUC 467 Student Teaching Experience (9)
EDUC 468 Student Teaching Seminar (3)
ISE 243 Positive Learning Environments (3)

Physical Education (39 sem. hrs.)
PE 100 Physical Education (1)
PE 260 Teaching of Health and Physical Education, Games & Rhythms (3)
PE 261 First Aid (2)
PE 262 Foundations of Physical Education (3)
PE 263 Personal & Community Health (3)
PE 264 Organization & Administration of P.E. & Athletics (3)
PE 265 Adapted Physical Education (3)
PE 361 Teaching Movement Experience (3)
PE 381 Physiology of Exercise (3)
PE 385 Kinesiology (3)
PE 461 Teaching Individual Activities (3)
PE 462 Teaching Team Activities & Aquatics (3)
PE 463 Teaching Gymnastics & Dance (3)
PE 464 Tests & Measurements (3)

Biology (7-8 sem. hrs.)
BIO 100 Introduction to Anatomy & Physiology (3)
or
BIO 209/209L Anatomy & Physiology I (4)
BIO 210/210L Anatomy & Physiology II (4)

English (6 sem. hrs.)
ENG 211/COM 211 Speech (3)
ENG 330 Adolescent and Young Adult Literature (3)

Psychology (3 sem. hrs.)
PSYCH 210 Human Development Across the Lifespan (3)

MUSEUM STUDIES
Division of Humanities – Dr. Mark C. Rogers, Chair

Major Requires 37 credit hours
Required:
• A total of 37 CR hours in Museum Studies from Lists A, B, C and D below
• A Minor in one of the following disciplines: Art, Biology, Business, Chemistry, Theology or History

Recommended:
• A Double-Major in one of the above-named disciplines
• A Global Learning (GL) experience

List A: Required Core Museum Studies Courses and Internships (19 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 101</td>
<td>Introduction to Museum Studies</td>
<td>(3)</td>
</tr>
<tr>
<td>HUM 201</td>
<td>Humanities Research and Writing</td>
<td>(1)</td>
</tr>
<tr>
<td>MS 201</td>
<td>Public History Practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 301</td>
<td>Museum Studies Internship I</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 302</td>
<td>Museum Studies Internship II</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 401</td>
<td>Senior Seminar in Museology</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 402</td>
<td>Capstone Independent Study</td>
<td>(3)</td>
</tr>
</tbody>
</table>

List B: Required Core Content Courses (6 credit hours choose two)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>TI: The History of Art</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 101/102</td>
<td>TI: Principles of Biology I or II</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 101/102</td>
<td>TI: World Civilization to 1500 or Since 1500</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 103/104</td>
<td>TI: History of the US to 1860 or Since 1860</td>
<td>(3)</td>
</tr>
<tr>
<td>SOC 202</td>
<td>TI: Cultural Anthropology</td>
<td>(3)</td>
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</tbody>
</table>

List C: Required Museum Professionalism (9 credit hours choose among)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 360</td>
<td>Introduction to Advertising and Public Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 225</td>
<td>Collections Management</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 320</td>
<td>Museums of Rome (GL)</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 325</td>
<td>Exhibition Design</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 330</td>
<td>Museum Education &amp; Outreach</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 390</td>
<td>Museum Administration and Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 415</td>
<td>Senior Internship</td>
<td>(3)</td>
</tr>
<tr>
<td>MS 475</td>
<td>Restoration, Conservation, Preservation (Campbell Center)</td>
<td>(variable 1-9)</td>
</tr>
</tbody>
</table>

List D: Additional Professional Development Course (3 credit hours choose one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 240</td>
<td>Professional Writing I</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Professional Writing II</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Introduction to Grant Writing</td>
<td>(3)</td>
</tr>
</tbody>
</table>

PHILOSOPHY (B.A.)

Division of Humanities — Dr. Mark C. Rogers, Chair

Required Classes (22 sem. hrs.)

Philosophy (37 sem. hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHIL 100 or PHIL 110</td>
<td></td>
<td>(3)</td>
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<tr>
<td>PHIL 100</td>
<td>Intro. To Philosophy</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 110</td>
<td>Philosophy through Film</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Logic</td>
<td>(3)</td>
</tr>
<tr>
<td>HUM 201</td>
<td>Humanities Research and Writing</td>
<td>(1)</td>
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<tr>
<td>PHIL 202</td>
<td>Philosophy of Human Nature</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>Moral Philosophy</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 310</td>
<td>Catholic Intellectual Tradition</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 405</td>
<td>Philosophy Symposium</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 410</td>
<td>Philosophy Capstone</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Concentrations (15 sem. hrs.)

Students must take 12 hours in one concentration and 3 hours in the other.

A. Applied Ethics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHIL 255</td>
<td>Philosophy of Human Sexuality</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 275</td>
<td>Environmental Philosophy</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 304</td>
<td>Bioethics</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>Philosophy of Medicine</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 402</td>
<td>Catholic Moral Decision Making</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 407</td>
<td>Special Topics in Applied Ethics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

B. Great Ideas

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 301</td>
<td>Philosophy of Knowledge</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>Metaphysics</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>Philosophy of Art</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 308</td>
<td>Great Challenges</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>Political Philosophy</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 315</td>
<td>Ancient and Medieval Philosophy</td>
<td>(3)</td>
</tr>
<tr>
<td>PHIL 316</td>
<td>Renaissance and Modern Philosophy</td>
<td>(3)</td>
</tr>
</tbody>
</table>
SUPPLEMENTARY MAJOR IN PHILOSOPHY (B.A.)

Division of Humanities — Dr. Mark C. Rogers, Chair

The Supplementary Major in Philosophy focuses on the fundamental questions about reality 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. For example, a student who is majoring in Education, Nursing, Theology, or whatever, but who also would like to major in Philosophy, would find this Supplementary Major in Philosophy 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.]

The Supplementary Major in Philosophy requires students to take the following 27 credit hours in Philosophy:

Supplementary Major in Philosophy (27 sem. hrs.)

PHIL 101 Logic (3)
PHIL 202 Philosophy of Human Nature (3)
PHIL 203 Moral Philosophy (3)
PHIL 301 or 302 Philosophy of Knowledge (3)
PHIL 302 Metaphysics (3)
PHIL 315 Ancient and Medieval Philosophy (3)
PHIL 316 Renaissance and Modern Philosophy (3)
PHIL 317 Contemporary Philosophy (3)

Choice of PHIL 408 or 409 (3 sem. hrs.)

PHIL 408 Seminar: Selected Topics in Philosophy (3)
PHIL 409 Seminar: Selected Philosophers (3)

Philosophy Electives (2) (6 sem. hrs.)

PHYSICAL EDUCATION (B.S.)

NOT A TEACHING LICENSURE PROGRAM. See Multi-Age Physical Education Major (B.S.E.).

Division of Education — Dr. Jean A. DeFazio, Chair

Physical Education (32 sem. hrs.)

PE 261 First Aid (2)
PE 262 Foundations of Physical Education, Exercise Science & Sport (3)
PE 263 Personal and Community Health (3)
PE 264 Organization and Administration of P.E. and Athletics (3)
PE 265 Adapted Physical Education (3)
PE 381 Physiology of Exercise (3)
PE 385 Kinesiology (3)
PE 461 Teaching Individual Activities (3)
PE 462 Teaching Team Activities and Aquatics (3)
PE 463 Teaching Gymnastics and Dance (3)
PE 464 Tests and Measurements (3)

Biology (7-8 sem. hrs.)

BIO 100 Introduction to Anatomy & Physiology (3)
or

BIO 209/209L Anatomy and Physiology I (4)
BIO 210/210L Anatomy and Physiology II (4)

PSYCHOLOGY — COMMUNITY/CLINICAL (B.A.)

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

Psychology-Community/Clinical (47-53 sem. hrs.)

Psychology Foundations (23 sem. hrs.)

PSYCH 120 Principles of Psychology (3)
PSYCH 202 Advanced Principles of Psychology (3)
PSYCH 251 Physiological Psychology (3)
PSYCH 321 Experimental Psychology (3)
PSYCH 401 Abnormal Psychology (3)
BSC 200 Field Observation (2)
BSC 221 Statistics for Behavioral Sciences (3)
SOC 220  Social Research Methods  (3)

Core Areas in Psychology - 1 from each (total 9 sem. hrs.)

Cognition
PSYCH 201  Principles of Learning  (3)
PSYCH 204  Cognitive Processes  (3)
PSYCH 302  Cognitive Neuropsychology  (3)

Social Processes
PSYCH 240  Industrial/Organizational Psychology (formerly Inside the Organization)  (3)
PSYCH 426  Group Process  (3)
BSC 301  Social Psychology  (3)

Development
PSYCH 210  Human Development Across the Lifespan  (3)
PSYCH 309  Critical Issues in Child & Adolescent Development  (3)
SOC 314  Sociology of Aging (formerly Critical Issues in Adult Development)  (3)

Electives – Choose 2 (6 sem. hrs.)
Select two courses beyond minimum required from two different core areas
PSYCH 200  Psychology of Violence  (3)
PSYCH 230  Human Sexuality  (3)
PSYCH 290  Psy Trek  (3)
PSYCH 305  Personality  (3)
PSYCH 307  Cross-Cultural Psychology  (3)
PSYCH 308  Principles of Psychological Testing  (3)
PSYCH 310  Gender  (3)
PSYCH 340  Addictions  (3)
PSYCH 350  Special Topics  (3)
PSYCH 350-1  Special Topics: Forensic Psychology  (3)
PSYCH 490  Independent Study  (3)
PSYCH _____  (3)
PSYCH _____  (3)
SOC 205  Social and Cultural Diversity  (3)

Culminating Experience (9-15 sem. hrs.)
BSC 360  Counseling and Interviewing Processes  (3)
BSC 430  Applied Behavioral Science Seminar  (3)
BSC 440  Applied Behavioral Science Internship  (3-9)

PSYCHOLOGY — PRE-OCCUPATIONAL THERAPY (PRE-OT) (B.A.)
Division of Social and Behavioral Sciences — Dr. Penny Bove, Chair

Psychology-Pre-Occupational Therapy (62-68 sem. hrs.)
Psychology Foundations (26 sem. hrs.)
PSYCH 120  Principles of Psychology  (3)
PSYCH 202  Advanced Principles of Psychology  (3)
PSYCH 210  Human Development  (3)
PSYCH 251  Physiological Psychology  (3)
PSYCH 321  Experimental Psychology  (3)
PSYCH 401  Abnormal Psychology  (3)
BSC 200  Field Observation  (2)
BSC 221  Statistics for Behavioral Sciences  (3)
SOC 220  Social Research Methods  (3)

Core Areas in Psychology - 1 from each (total 9 sem. hrs.)

Cognition
PSYCH 201  Principles of Learning  (3)
PSYCH 204  Cognitive Processes  (3)
PSYCH 302  Cognitive Neuropsychology  (3)

Social Processes
PSYCH 240  Industrial/Organizational Psychology (formerly Inside the Organization)  (3)
PSYCH 426  Group Process  (3)
BSC 301  Social Psychology  (3)

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

OT Preparation (12 sem. hrs.)
BIO 101  Principles of Biology I  (3)
BIO 101L  Principles of Biology I Lab  
BIO 200  Medical Terminology  
BIO 209  Anatomy & Physiology I  
BIO 209L  Anatomy & Physiology I Lab  
SOC 101  Principles of Sociology

Electives – Choose 2 (6 sem. hrs.)
Select two courses beyond minimum required from two different core areas
PSYCH 307 or Cross-Cultural Psychology or  
SOC 205  Social and Cultural Diversity  
PSYCH 308  Principles of Psychological Testing  
PSYCH 340  Addictions  
PSYCH 490  Independent Study  
PSYCH ______

Culminating Experiences (9-15 sem. hrs.)
BSC 360  Counseling and Interviewing Processes  
BSC 430  Applied Behavioral Science Seminar  
BSC 440  Applied Behavioral Science Internship  

PSYCHOLOGY — PRE-PHYSICAL THERAPY (PRE-PT) (B.A.)
Division of Social and Behavioral Sciences — Dr. Penny Bove, Chair

Psychology-Pre-Physical Therapy (75 sem. hrs.)
Psychology Foundations (23 sem. hrs.)
PSYCH 120  Principles of Psychology  
PSYCH 202  Advanced Principles of Psychology  
PSYCH 251  Physiological Psychology  
PSYCH 321  Experimental Psychology  
PSYCH 401  Abnormal Psychology  
BSC 200  Field Observation  
BSC 221  Statistics for Behavioral Sciences  
SOC 220  Social Research Methods

Core Areas in Psychology - 1 from each (total 9 sem. hrs.)
Cognition
PSYCH 201  Principles of Learning  
PSYCH 204  Cognitive Process  
PSYCH 302  Cognitive Neuropsychology

Social Processes
PSYCH 240  Industrial/Organizational Psychology (formerly Inside the Organization)  
PSYCH 426  Group Process  
BSC 301  Social Psychology

Development
PSYCH 210  Human Development Across the Lifespan  
PSYCH 309  Critical Issues in Child & Adolescent Development  
SOC 314  Sociology of Aging (formerly Critical Issues in Adult Development)

PT Preparation (31 sem. hrs.)
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  
CHEM 101  Principles of Chemistry I  
CHEM 101L  Principles of Chemistry I Lab  
CHEM 102  Principles of Chemistry II  
CHEM 102L  Principles of Chemistry II Lab  
PE 381  Physiology of Exercise  
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

Electives – Choose 2 (6 sem. hrs.)
Select two courses beyond minimum required from two different core areas
PSYCH 200  Psychology of Violence  
PSYCH 230  Human Sexuality
PSYCH 290  Psy Trek  
PSYCH 305  Personality  
PSYCH 307  Cross-Cultural Psychology  
PSYCH 308  Principles of Psychological Testing  
PSYCH 310  Gender  
PSYCH 340  Addictions  
PSYCH 350  Special Topics  
PSYCH 350-1  Special Topics: Forensic Psychology  
PSYCH 490  Independent Study  
PSYCH ____  
PSYCH ____  
SOC 205  Social and Cultural Diversity

Culminating Experience (6 sem. hrs.)
PSYCH 451  Psychology Seminar  
PSYCH 460  Senior Research Project

**PSYCHOLOGY — RESEARCH (B.A.)**

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

Psychology Research (44 sem. hrs.)

Psychology Foundations (23 sem. hrs.)
PSYCH 120  Principles of Psychology  
PSYCH 202  Advanced Principles of Psychology  
PSYCH 251  Physiological Psychology  
PSYCH 321  Experimental Psychology  
PSYCH 401  Abnormal Psychology  
BSC 200  Field Observation  
BSC 221  Statistics for Behavioral Sciences  
SOC 220  Social Research Methods

Core Areas in Psychology — 1 from each (total 9 sem. hrs.)

*Cognition*
PSYCH 201  Principles of Learning  
PSYCH 204  Cognitive Process  
PSYCH 302  Cognitive Neuropsychology

*Social Processes*
PSYCH 240  Industrial/Organizational Psychology (formerly Inside the Organization)  
PSYCH 426  Group Processes  
BSC 301  Social Psychology

*Development*
PSYCH 210  Human Development Across the Lifespan  
PSYCH 309  Critical Issues in Child & Adolescent Development  
SOC 314  Sociology of Aging (formerly Critical Issues in Adult Development)

Electives — Choose 2 (6 sem. hrs.)
Select two courses beyond minimum required from two different core areas
PSYCH 200  Psychology of Violence  
PSYCH 230  Human Sexuality  
PSYCH 290  Psy Trek  
PSYCH 305  Personality  
PSYCH 307  Cross-Cultural Psychology  
PSYCH 308  Principles of Psychological Testing  
PSYCH 310  Gender  
PSYCH 340  Addictions  
PSYCH 350  Special Topics  
PSYCH 350-1  Special Topics: Forensic Psychology  
PSYCH 490  Independent Study  
PSYCH ____  
PSYCH ____  
SOC 205  Social and Cultural Diversity

Culminating Experience (6 sem. hrs.)
PSYCH 451  Psychology Seminar  
PSYCH 460  Senior Research Project
Sociology — Applied Criminology & Criminal Justice (B.A.)
Division of Social and Behavioral Sciences — Dr. Penny Bove, Chair

Sociology — Applied Criminology & Criminal Justice (50-56 sem. hrs.)
Sociology Core (23 sem. hrs.)
SOC 101 or 204  (3 sem. hrs.)
  SOC 101  Principles of Sociology
  SOC 204  Social Problems
SOC 211  Writing and Research in Sociology (3)
SOC 220  Social Research Methods (3)
SOC 401  Sociological Theory (3)
BSC 200  Field Observation (2)
BSC 221  Statistics for Behavioral Sciences (3)
BSC 301  Social Psychology (3)
BSC 430  Applied Behavioral Science Seminar (3)

Applied Criminology & Criminal Justice (27-33 hours)
BSC 360  Counseling & Interviewing Processes (3)
BSC 440  Applied Behavioral Science Internship (3-9)
GFA 403 or 405  Constitutional Law (formerly Supreme Court and the Constitution) (3)
  GFA 403  Civil Rights & Liberties (3)
SOC 210  Juvenile Crimes & Justice (3)
SOC 212  Criminal Justice (3)
SOC 305  Criminology (3)
SOC 309  Corrections (3)

Electives — Choose 2 (6 sem. hrs.)
PSYCH 340  Addictions (3)
SOC 208  Deviance (3)
SOC 301  Women and the Criminal Justice System (formerly Women in Prison) (3)
SOC 312  Victimology (3)
SOC _____ (3)

Sociology — Applied Family Studies (B.A.)
Division of Social and Behavioral Sciences — Dr. Penny Bove, Chair

Sociology — Applied Family Studies (47-53 sem. hrs.)
Sociology Core (23 sem. hrs.)
SOC 101 or 204  (3 sem. hrs.)
  SOC 101  Principles of Sociology
  SOC 204  Social Problems
SOC 211  Writing and Research in Sociology (3)
SOC 220  Social Research Methods (3)
SOC 401  Sociological Theory (3)
BSC 200  Field Observation (2)
BSC 221  Statistics for Behavioral Sciences (3)
BSC 301  Social Psychology (3)
BSC 430  Applied Behavioral Science Seminar (3)

Applied Family Studies (24-30 hours)
BSC 360  Counseling and Interviewing Processes (3)
BSC 440  Applied Behavioral Science Internship (3-9)
SOC 205  Social & Cultural Diversity (3)
SOC 213  Sociology of Growing Up (3)
SOC 303  Marriage, Family and Intimacy (formerly Family Systems) (3)
SOC 314  Sociology of Aging (formerly Critical Issues in Adult Development) (3)

Electives — Choose 2 (6 sem. hrs.)
PSYCH 340  Addictions (3)
SOC 307  Death, Dying and Bereavement (3)
SOC 311  Health and Illness (formerly Health, Healing & Wellness) (3)
SOCIOMETRY — RESEARCH METHODS AND DATA ANALYSIS (B.A.)

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

Sociology — Research Methods and Data Analysis (50 sem. hrs.)

Sociology Core (23 sem. hrs.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
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<tr>
<td>SOC 204</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 211</td>
<td>Writing and Research in Sociology</td>
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<tr>
<td>SOC 220</td>
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<td>BSC 200</td>
<td>Field Observation</td>
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<tr>
<td>BSC 221</td>
<td>Statistics for Behavioral Sciences</td>
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<tr>
<td>BSC 301</td>
<td>Social Psychology</td>
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<tr>
<td>BSC 430</td>
<td>Applied Behavioral Science Seminar</td>
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Research Methods and Data Analysis (27 sem. hrs.)

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 110</td>
<td>Integrative Business I</td>
</tr>
<tr>
<td>BUS 311</td>
<td>Marketing Analysis</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Grant Writing</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Data Collection Techniques</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Data Analysis and Management</td>
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<tr>
<td>SOC 460-1</td>
<td>Research Project Proposal</td>
</tr>
<tr>
<td>SOC 460-2</td>
<td>Senior Research Project</td>
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Electives (6 sem. hrs.)

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOC ___</td>
<td>Elective (Family Studies course recommended)</td>
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<tr>
<td>SOC ___</td>
<td>Elective (Criminology/CJ course recommended)</td>
</tr>
</tbody>
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SPANISH (B.A.)

Division of Language and Letters — Dr. Ron Scott, Chair

English

ENG 203-204 recommended to fulfill core requirement in English.

Spanish (36 sem. hrs., not including SPAN 101-102)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPAN 201-2</td>
<td>Intermediate Spanish I &amp; II</td>
</tr>
<tr>
<td>SPAN 301-302</td>
<td>Advanced Spanish I &amp; II</td>
</tr>
<tr>
<td>SPAN 307</td>
<td>Conversational Spanish</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>Latin American Civilization and Culture</td>
</tr>
<tr>
<td>SPAN 499</td>
<td>Spanish Capstone Experience</td>
</tr>
</tbody>
</table>

Choice of two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPAN 306</td>
<td>Survey of Spanish-American Literature II</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Readings in Spanish</td>
</tr>
<tr>
<td>SPAN 309</td>
<td>Latin American Short Story</td>
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<tr>
<td>SPAN 404</td>
<td>Contemporary Spanish Culture &amp; Literature</td>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPAN ___</td>
<td>Electives (200, 300-400-level depending on level student begins) (9-15 sem. hrs.)</td>
</tr>
</tbody>
</table>

SPANISH FOR HEALTH CARE (B.A.)

Division of Language and Letters — Dr. Ronald Scott, Chair

Spanish (30 sem. hrs., not including SPAN 101-2 — 102-2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPAN 201-2-2</td>
<td>Intermediate Spanish I &amp; II for Health Care</td>
</tr>
<tr>
<td>SPAN 301-2</td>
<td>Advanced Spanish I for Health Care</td>
</tr>
<tr>
<td>SPAN 307-2</td>
<td>Conversational Spanish for Health Care</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>Health Care Disparities for Minority Communities: U.S. Latinos</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>Latin American Civilization and Culture</td>
</tr>
<tr>
<td>SPAN 499-2</td>
<td>Spanish Capstone Experience for Health Care</td>
</tr>
</tbody>
</table>

Spanish electives: (300-400 level depending on level students begins) (8-14 sem. hrs.)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NURS 420RN</td>
<td>Nursing with Aggregates</td>
</tr>
<tr>
<td>NURS 358</td>
<td>H2b:Complementary and Alternative Therapies</td>
</tr>
<tr>
<td>SPAN 358</td>
<td>Companion Course in Spanish</td>
</tr>
<tr>
<td>SPAN 308-2</td>
<td>Readings in Spanish for Health Care</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>H2b:Human Rights in Latin America</td>
</tr>
<tr>
<td>SPAN 408</td>
<td>Advanced Reading and Conversation on Recent Issues in Hispanic Culture</td>
</tr>
<tr>
<td>SPAN 409</td>
<td>Medical Spanish Translation and Interpreting</td>
</tr>
</tbody>
</table>
THEOLOGY (B.A.)
Division of Theology — Father Patrick Manning, Chair

Theology (36 sem. hrs.)
THEO 200  H2a Christian Theology to 1500 (3)
THEO 201  H2a Christian Theology: 1500 to the Present (3)
THEO 202  H2a Christology (3)
THEO 203  H2a Christian Moral Life (3)
THEO 205  DV/H2a The Church in the Modern World (3)
THEO 215  H2a Old Testament Scriptures (3)
THEO 216  H2a New Testament Scriptures (3)
THEO 302  H3 Liturgy and Sacraments (3)
THEO 309  H2a Principles of Justice and Peace (3)

Choice of THEO 408 or 409 (3 sem. hrs.)
THEO 408  Seminar: Selected Topics in Theology
THEO 409  Seminar: Major Theologian
THEO Electives (6 sem. hrs.)

*All Theology majors must have completed THEO 106 as a prerequisite Tier 1 Course

SUPPLEMENTARY MAJOR IN THEOLOGY (B.A.)
Division of Theology — Father Patrick Manning, Chair

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.]

The Supplementary Major in Theology requires students to take the following 27 credit hours in Theology:

Theology Core (27 sem. hrs.)
THEO 200  H2a Christian Theology to 1500 (3)
THEO 201  H2a Christian Theology: 1500 to the Present (3)
THEO 202  H2a Christology (3)
THEO 203  H2a Christian Moral Life (3)
THEO 205  DV/H2a The Church in the Modern World (3)
THEO 215  H2a Old Testament Scriptures (3)
THEO 216  H2a New Testament Scriptures (3)
THEO 302  H3 Liturgy and Sacraments (3)
THEO 309  H2a Principles of Justice and Peace (3)

*All Theology majors must have completed THEO 106 as a prerequisite Tier 1 Course
ACADEMIC PROGRAMS THROUGH THE SCHOOL FOR PROFESSIONAL STUDIES (SPS)

ADULT DEGREE COMPLETION PROGRAMS IN BUSINESS, CORPORATE COMMUNICATIONS & NURSING (S.P.S. FORMAT)
Walsh University offers three degree completion programs. The first is a Business Degree program with Majors in Accounting, Global Business Management and Marketing. The second is Corporate Communications and the third is the Registered Nurse to Bachelor of Science in Nursing (R.N.–B.S.N.) Degree.

Adults have educational needs different from traditional students. Most adults juggle several responsibilities - job, home and personal life - and they learn differently. Adults thrive in an atmosphere that encourages them to become involved in and actively contribute to the learning experience. These characteristics create framework that take into account the students’ age, experience, focused goals, busy schedule and learning style to create a degree completion program that’s right for them.

Students can earn a degree in an accelerated time frame as courses move at a faster pace in five- or eight-week sessions that usually meet one evening per week or on Saturdays. Each course concentrates not only on the subject, but also on how the students will use the material in their professional lives. Students will be actively involved in class projects, presentations, and discussions with the instructor and their peers. Through these interactive courses, they will sharpen their critical thinking skills, expand their knowledge and enhance their professional mobility.

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.

Classes as well as support services are located in three specially designed facilities. One is on Arlington Road in Akron, just off 1-77, with convenient access from Canton and Akron. The second is located at the Ursuline Center (just off Route 224) in Canfield/Mahoning Valley. The third is located in Medina on Route 18, just off 1-71, with convenient access from West Akron, Medina County and Cleveland. Courses are also offered at the main campus of Walsh University in North Canton, at Stark State College and the University of Akron – Wayne College Campus location. Advising, registration, classes, and tuition payments can be completed at each location. Designed specifically for adults, classrooms are comfortable and conducive to learning.

Main campus traditional students should be aware that attendance in the completion program first class session is mandatory. There will be an assignment due the first class session. Textbooks must be obtained prior to the beginning date for the course. Any student failing to attend the first class session will be administratively withdrawn from the course.

CERTIFICATES/ENDORSEMENTS/WORKSHOPS
Walsh University offers certificate programs, endorsements/workshops for educators, special programs, e-learning delivery methods and other services to help meet the academic, cultural, occupational, and personal needs of a broad range of individuals and groups. Many of these programs offer continuing education or graduate credit to individuals who qualify. These initiatives are an integral part of the University.

Walsh University has the willingness to support courses and programs in a variety of areas and is prepared to facilitate instruction at convenient times and locations. Alternative delivery methods are being explored. Electronic delivery, evening, late afternoon, and Saturday morning classes are making it possible for students with jobs and other responsibilities to expand academic skills and satisfy occupational requirements and professional development.

Examples of current programs:
- Reading endorsement for educators
- 4th and 5th grade endorsement for educators
- Teacher as Leader endorsement for educators
- A variety of summer workshops for K-12 teachers

Opportunities are available to further develop programs in cooperation with business, education, hospitals/health agencies and other educational institutions.

BUSINESS, CORPORATE COMMUNICATIONS AND NURSING ADMISSIONS REQUIREMENTS
To be accepted into the Business and Corporate Communications programs through the S.P.S., students must:
- Be at least 23 years of age;
- Transfer in a minimum of 30 semester hours of credit from a regionally accredited institution(s). If fewer than 30 semester of acceptable credit have been earned, students should meet with an S.P.S. enrollment manager to discuss options;
- Have maintained a minimum grade point average of 2.00 from the transferring institution(s). If a 2.00 grade point average has not been maintained, students should meet with an S.P.S. enrollment manager to discuss options;
- Document at least three full years of work experience;
- Fulfill Walsh University School for Professional Studies application process.
- A student entering the degree completion program in Business and Corporate Communications will provide a writing sample for assessment and placement in an appropriate level ENG (ENG 100, ENG 101 or ENG 102) composition course. The entry assessment will be waived for an entering student who self-selects placement in ENG 101. Students in Business and Corporate Communication will also display competency in Spreadsheet, Power Point and do a Math assessment.

To be accepted into the degree completion RN-BSN option, students must:
- Have a current unencumbered Ohio Registered Nurse license;
- Have completed anatomy and physiology, microbiology, English composition, chemistry and social service electives; or have special permission of the Dean, Gary and Linda Byers School of Nursing;
- Fulfill Walsh University's S.P.S. application process;
- Have maintained a minimum grade point average of 2.10 from the transferring institution(s). If a 2.10 grade point average has not been maintained, students should meet with an S.P.S. enrollment manager to discuss options.
- Be a graduate of an Accredited Associate Degree or Diploma Nursing Program.

STUDENT RESPONSIBILITY AGREEMENT
Students are required to sign a responsibility agreement at the time of application. Below is a copy of the agreement.

As a student at Walsh University, I understand that there is a high level of commitment and dedication on my part for the completion of coursework and the degree program. I have been provided this information and understand that my responsibilities are as follows:

- I understand that I have been provided with a list of courses that have prerequisites. It is my responsibility, when registering for classes, to make sure I have first completed all prerequisites.
- I understand that I “must” attend the first class session and that all courses will have an assignment that is to be completed prior to and ready to hand in the first night of class. The assignment “must” be in typed form and is part of my overall grade, and a preface for class participation. It is my responsibility to be prepared.
- I understand that if I miss a class other than the first night, it is my responsibility to make prior arrangements with the instructor for missed assignments. The instructor’s responsibility is to provide the students with phone, voicemail, and/or email numbers the first night of class. I also understand that an instructor has the authority to lower a student’s grade by one letter if a class is missed.
- I understand that in order to meet Walsh University’s residency requirement I must complete 32 of my last 36 semester hours of coursework at Walsh University. A minimum of 15 of the 32 semester hours will be in my major field of coursework. Note: If I wish to attempt to receive semester credit hours through CLEP/DANTES testing, or the portfolio process, I will do so before I begin my last 32 semester hours at Walsh.
- If I have been admitted to Walsh University’s School for Professional Studies with less than the required 30 completed hours from another accredited institution, I understand that I will only be permitted to enroll in freshman and sophomore level coursework until I reach the required 30 completed credit hours. Freshman and sophomore level courses are those that are numbered in the 100 and 200 series.
- The DeVille School of Business Writing Assessment and Placement - The DeVille School of Business expects that students graduating from the undergraduate program will demonstrate writing skills evidenced by a rubric score ≥ 80% on the DSoB Writing Rubric at the senior level. To ensure this outcome, the DSoB assesses writing skills at various points in the curriculum depending on a student’s status. Entry: A student entering the degree completion program will provide a writing sample for assessment and placement in an appropriate level (ENG 101 or ENG 102) composition course. The entry assessment will be waived for an entering student who self-selects placement in ENG 101 or 102. Eng/102 Assessment: A student enrolled in Eng 102 will provide a writing sample for evaluation. The sample is assessed using the DSoB writing rubric. A student who scores 60% or higher satisfies DSoB advancement requirements. Eng/XXX: A student who does not earn 60% or higher on the DSoB Writing rubric evaluation during Eng/102 is required to enroll in Eng XXX for further development. Completion of Eng/XXX with a grade of C or higher satisfies advancement requirements.

Drop Policy: Registration for classes creates a contract for payment of tuitions, fees, and charges. If I choose to terminate this contract with Walsh University, I must officially (in writing) drop my class(es) during the first six business days from the start of each session in which the course occurs, to receive 100% tuition refund. Nonattendance to class or notification to a professor does not constitute an official withdrawal. However, there will be a $100 drop fee assessed at that time.

I understand that there will be no tuition refunded, for any course that is dropped after the sixth business day, as stated above.

I understand that dropping classes could negatively affect my financial aid award package.

TUITION PAYMENT:
For All SPS Students: I understand that my owed account balance to Walsh University must be under $1000.00 before I will be permitted to register for any future classes in subsequent semesters. I also understand that any balance over 90 days old will be assessed a 1% per month interest fee.

For Students Receiving Company Reimbursement: I agree to make full payment to Walsh University no later than 30 business days after my grades are issued, and to provide Walsh University with a current copy of Walsh University’s Employer Reimbursement form. I also understand that any balance over 90 days old will be assessed a 1% per month interest fee.

OVERDUE BALANCES – FOR ALL STUDENTS:
Any 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. I understand that should my account balance be forwarded to a third party collection agency, I will be responsible for my account balance and collection costs of 33.1/3%. I acknowledge payment in full (including interest and collection costs) must be made before I am able to register for any additional classes. Tuition for all future courses must be paid in advance.

I have reviewed this information during the admissions procedures, and prior to attending my first class at Walsh University. The most current, up-to-date copy of the Student Handbook can be located on the SPS page of MyWalsh, and is also available in my advisor's office.

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

PROGRAM FORMAT
Most courses are three (3) semester hours of credit each. Three five-week sessions are offered each semester. Two eight-week sessions are offered concurrently with five-week sessions each semester. This format provides 15 starting points each year for registration.

THE SCHOOL FOR PROFESSIONAL STUDIES AND STARK STATE COLLEGE
Walsh University has cooperative programs in Business, Education and Nursing with Stark State College. Students must meet Walsh’s current admissions requirements to be covered by this agreement.

Students graduating from the ADN program at Stark State, and licensed in the State of Ohio, may enter Walsh University to earn a Bachelor of Science Degree in Nursing (RN–BSN) with direct credit transfer.

THE SCHOOL FOR PROFESSIONAL STUDIES AND THE UNIVERSITY OF AKRON – WAYNE COLLEGE
Walsh University has a cooperative program in Business with the University of Akron – Wayne College Campus. Students must meet Walsh’s current admissions requirements to be eligible.

For the joint University of Akron - Wayne College and Walsh Program, students are not required that 32 of the last 38 hours be completed at Walsh. Students are still required to complete a minimum of 32 hours at Walsh, with 15 being in their major.

THE SCHOOL FOR PROFESSIONAL STUDIES AND EASTERN GATEWAY COMMUNITY COLLEGE
Walsh University has a cooperative program in Business with Eastern Gateway Community College. Students must meet Walsh’s current admissions requirements to be eligible.

THE SCHOOL FOR PROFESSIONAL STUDIES AND TRI-C COMMUNITY COLLEGE
Walsh University has a cooperative program in Corporate Communication with Tri-C Community College. Students must meet Walsh’s current admissions requirements to be eligible.

SECOND BUSINESS DEGREE (FOR PREVIOUS WALSH UNIVERSITY BUSINESS GRADUATES)
Walsh University’s graduates holding a baccalaureate degree in business may pursue an additional major in the DeVille School of Business. Candidates for an additional major must satisfactorily complete all of the current requirements for the additional major and a minimum of 32 additional semester credit hours at Walsh University. Credit hours from the original degree will not count toward the 32 additional hours required for the new major. Transfer credits, CLEP, DANTES or special tests will not apply to the 32 additional required hours.

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

BUSINESS/SPS BUSINESS COURSE ENROLLMENT
The DeVille School of Business permits main campus business majors to enroll in a maximum of two DSOB courses (BUS or ECON) through the SPS Program if:

1. the student meets the admittance criteria of the SPS Program, or
2. the student not meeting the SPS admittance criteria requires a course for graduation at the end of the current semester and that course is not available in the, DSOB's main campus offering for that semester.

Main campus business majors should be aware that attendance for the first class sessions are mandatory. There will be an assignment due the first class session. Textbooks must be obtained prior to the beginning date for the course. Any student failing to attend the first class session will be administratively withdrawn from the course. If a main campus business major student is within the last 32 semester hours prior to graduation, they are not eligible to be admitted to the SPS delivery system program. They must gain permission (per above criteria) from the Dean of the School of Business to take SPS courses.
APPLICATION PROCESS
Students seeking admission to programs offered through the S.P.S. should complete an application form and return it with the required materials and $40 (non-refundable) application fee to the Walsh University site where they wish to take classes.

Program site addresses are:
- 2623 S. Arlington Rd., Akron OH 44319-2044
- Plaza 71, 2783 Medina Road, Medina, Ohio 44256
- Ursuline Center, 4280 Shields Road, Canfield, Ohio 44406
- Main Campus, 2020 East Maple St., North Canton, Ohio 44720-3336

Required business materials include:
- Two letters of recommendation - one letter from current supervisor;
- 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.
- A student entering the degree completion program will provide a writing sample for assessment and placement in an appropriate level ENG (ENG 100, ENG 101 or ENG 102) composition course. The entry assessment will be waived for an entering student who self-selects placement in ENG 101.

Contact the S.P.S. Program at (330) 490-7292 or toll-free at (800) WU-IDEAL for an application form or for more information.

Required RN-BSN materials include:
- A completed Health Data Form
- An unencumbered Ohio RN License
- Official transcript from each college or university previously attended (Must be a graduate of an accredited Associate Degree or diploma program);
- 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.

TUITION, FEES AND OTHER CHARGES*

Tuition $460.00 per credit hour
Application Fee $40.00 (Non-refundable)
Textbooks Average $75 - $200 per course

*Prices are subject to change
**Deferred tuition plans are available

THE DeVILLE SCHOOL OF BUSINESS DEGREE REQUIREMENTS FOR STUDENTS MATRICULATING THROUGH THE S.P.S. PROGRAM
D.S.O.B. - Dr. Carole Mount, Dean

Students matriculating for a B.A. or A.A. Degree at S.P.S., will be held to the D.S.O.B. advancement and curriculum requirements.

See prior sections of the catalog for degree requirements page 55.

CORPORATE COMMUNICATION (B.A.)

Students must demonstrate Competency in computer applications (Power Point and Spread-sheet)

Business (18 sem. hrs.)
- BUS 110 Integrative Business Experience I (3)
- BUS 113 or ENG 240 Communications in a Multicultural Environment (3)
- BUS 233 or BUS 216 Marketing in a Global Environment (3)
- BUS 360 or BUS 304 Multicultural Management (3)
- BUS 112 or BUS 307 Business Ethics in a Global Environment (3)
BUS 308 or BUS 316  Global Integrated Marketing Communications (3)

**Communication (24 sem. hrs.)**
- COM 211/ENG 211  Speech (3)
- COM 212  Interpersonal Communication (3)
- COM 250  Writing for Mass Media (3)
- COM 330  Desktop Publishing (3)
- COM 360  Introduction to Advertising and Public Relations (3)
- COM 370  Mass Media Law and Ethics (3)
- COM 460  Advanced Advertising and Public Relations (3)
- COM 475  

**Economics (3 sem. hrs.)**
- ECON 205  T1:Introduction to Economics (3)
  *Econ 205 satisfies core curriculum requirements

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**NURSING B.S.N. (R.N.–B.S.N. OPTION) FOR THE REGISTERED NURSE**

*Gary and Linda Byers School of Nursing — Dr. Linda Linc, Dean*

The R.N.–B.S.N. degree completion option at two locations. In order to be admitted to the R.N.–B.S.N. option, students must have an unencumbered registered nurse (R.N.) license in Ohio and be a graduate of an accredited nursing program. Courses required for admission to the program include Nursing, Anatomy and Physiology I&II, Microbiology, English Composition, Chemistry, and Social Science electives; or by special permission of the Dean, Gary and Linda Byers School of Nursing (*see program requirements*).

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

All R.N.–B.S.N. applicants (with a current R.N. Ohio license) will be considered for the reduced core. Applicants qualifying for the reduced core will have 25 of the 60 transfer credit hours held in escrow and awarded after the student completes all 300-level nursing courses at Walsh University. The lower division nursing credits awarded by the direct or escrow credit will be counted toward the 60 hours of transfer credit. For all students, 25 semester hours of escrow credit are awarded after completing 300-level nursing courses. In addition, all other support courses taken at another college or university will be considered for transfer credit. Decisions on granting transfer credit are made by the Registrar in consultation with the Dean, Gary and Linda Byers School of Nursing.

**Nursing Program Requirements:**

**Biology (3-4 sem. hrs.)**
- BIO 300 or 400 level (3-4)

**Chemistry (4 sem. hrs.)**
- CHEM  Elective (4)

**Mathematics (3 sem. hrs.)**
- MATH 221 (prerequisite is MATH 104) (3)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 300RN**</td>
<td>Theoretical Concepts for Nursing Practice</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 301RN</td>
<td>Health Assessment and Promotion for Nursing Practice</td>
<td>(4)</td>
</tr>
<tr>
<td>NURS 302RN</td>
<td>Critical Thinking in Clinical Reasoning</td>
<td>(5)</td>
</tr>
<tr>
<td>NURS 340RN</td>
<td>Nursing with Families</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 410RN</td>
<td>Nursing Research (prerequisite MATH 221)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 420RN</td>
<td>Nursing with Aggregates</td>
<td>(4)</td>
</tr>
<tr>
<td>NURS 430RN</td>
<td>Nursing Leadership</td>
<td>(5)</td>
</tr>
<tr>
<td>NURS 450RN**</td>
<td>Professional Capstone</td>
<td>(2)</td>
</tr>
</tbody>
</table>

*(Credit for work experience (maximum of 2 nursing courses) is an option for the registered nurse by using the professional portfolio process. Students must develop a written agreement with nursing faculty member then complete Humanities 200 in order to do a portfolio.)*

**NURS 300RN must be the first nursing course taken and NURS 450RN must be taken in the last semester before graduation.**
GENERAL LIBERAL ARTS PROGRAMS

All majors, with the exception of business majors, are offered as the General Liberal Arts program. The General Liberal Arts program requirements are listed as the standard major requirements. See specific major requirements.
THE APPLIED RESEARCH PROGRAM

The Applied Research Program gives students an avenue for maximizing both research and writing skills in an interdisciplinary environment. Embedded in the majors of Government and Foreign Affairs, Sociology, Psychology, and the School of Business, students can use courses they are already taking to expand their ability to discover, explain, evaluate, and effectively interpret factual claims, theories, and assumptions; demonstrate critical thinking; communicate effectively in writing, speaking, and listening; and work individual and as a team.

Certificate of Applied Research Requirements

Foundation
BUS 106  Electronic Spreadsheet Applications  (1)

Introduction to Research
(Students will pick the course from their major)
GFA 214  Introduction to Research
SOC 220  Social Research Methods
BUS 364  Research Methods and Design

Research Methods/Statistics
(Students will pick the course from their major)
GFA 215  Research Methods in Political Science
BSC 221  Statistics for Behavioral Sciences
BUS 232  Information Analysis (PR Math 155)

Research in the Major
(Students will pick the courses from their major)
BUS 311  Marketing Research (has PRs)
BUS 417  Operations Management
GFA 301  Global Politics
GFA 401  Development
GFA 403  Supreme Court and Constitution
GFA 405  Civil Rights and Liberties
GFA 409  International Political Economy
GFA 411  Public Administration
GFA 415  International Law
SOC 305  Criminology
SOC 309  Corrections
SOC 311  Sociology of Health and Illness
SOC 312  Victimology
SOC 314  Sociology of Aging
PSYC 321  Experimental Psychology
PSYC 321  Senior Research Project

Junior Research Project**

Applied Research***
RES 300  Research Internship I
RES 400  Research Internship II
**Total Credit Hours**

(19)

**Junior Research Project** – A Junior Research Project is a project that is part of a 300-400 level course that you are taking your junior year. It is a course in your major. There is not one standard type of project because disciplines vary. If a course does not have a research component included the student may do a research project in that course that enables the course to be used for the research in the major requirement.

***RES 300 & RES 400*** – students will work as research assistants with Walsh faculty and on other approved research projects.

HONORS PROGRAM

The Honors Program is available to students who have been selected for Honors on Scholarship Day and/or those who have applied and been accepted through the Track II process (see p. 13).

General Honors

Students entering the program must complete all degree requirements of their major plus:

- **HON 103H** Honors Interdisciplinary Research and Writing (3)
- **HON 104H** The History of Christianity (3)
- **HON 105H** The History of Science (3)
- **HON 203H** Honors World Literature (3)
- **HON 205H** Great Ideas of Humanity (3)
- **HON 300H–301H** Junior Honors Seminars (6)

A Junior Honors Project is completed in a 300–400 level course of student’s choice in his/her major area of study and it is expected that this will be the foundation of the Senior Honors thesis.

The proposal for the Junior Honors Project should be presented to the Honors Director by the fifth week of the semester in which the project is undertaken. It is strongly suggested that students complete the JHP in the fall of their junior year.

**Thesis Proposal – due the first Friday of May after the completion of the junior year.**

- **HON 400H** Senior Honors Thesis (3–6)

Track II

Track II Honors Program students must complete all degree requirements of their major plus:

- **HON 203H** Honors World Literature (3)
- **HON 205H** Great Ideas of Humanity (3)
- **HON 300H–301H** Junior Honors Seminars (6)

The proposal for the Junior Honors Project should be presented to the Honors Director by the fifth week of the semester in which the project is undertaken. It is strongly suggested that students complete the JHP in the fall of their junior year.

**Thesis Proposal – due the first Friday of May after the completion of the junior year.**

- **HON 400H** Senior Honors Thesis (3–6)

A grade of at least “B” in all Honors courses, a yearly cumulative average of at least 3.3, and enrollment in all appropriate Honors courses are required to remain in good standing in the Honors Program.

PRE-LAW PROGRAM

Pre-law gives students an opportunity to explore a legal career while developing some basic skills needed for law school, preparation for the LSAT (Law School Aptitude Test) or a career as a paralegal. Students wishing to complete this program enroll in the major of their choice. Students must meet all major requirements as well as pre-law core requirements.

Core Requirements:

The following eight courses are strongly recommended to encourage the development of relevant critical thinking, writing and analytical skills needed for a legal career:

- **COM 211** Speech (3)
- **HIST 334** Constitutional History of the United States (3)
- **PHIL 101** Logic (3)
- **GFA 403** Constitutional Law (formerly Supreme Court and the Constitution) (3)
- **GFA 405** Civil Rights and Liberties (3)
- **SOC 212** Criminal Justice (3)
- **GFA 430-31** An internship experience of 1-6 credits approved by the pre-law advisor. (1-6)

A minimum 3-credit internship is recommended.

Elective Areas of Concentration

Students may choose to follow their particular interest in specific areas of law by selecting from the following elective concentrations:

**Media Law/Entertainment Law:**

- **COM 210** Mass Communication and Society (3)
- **COM 370** Mass Media Law and Ethics (with prerequisite of COM 210) (3)
Criminal Law:
SOC 305 Criminology (3)
SOC 309 Corrections (3)

International Law:
BUS 450 International Business (with prerequisites in all business core courses except BUS 490) (3)
ECON 320 International Trade and Finance (with prerequisite in ECON 202) (3)
GFA 409 International Political Economy (3)
GFA 415 International Law (3)

Business Law:
BUS 230 Financial/Managerial Accounting (3)
BUS 373 Managerial Accounting (3)
BUS 363 Financial Management in a Global Environment (3)
ECON 312 Money, Banking and Monetary Policy (3)

Political/Economic Policy and Law:
ECON 203 TI: Global Microeconomics (3)
ECON 204 Global Macroeconomics (3)
ECON 312 Money Banking and Monetary Policy (3)
GFA 103 American Government (3)
GFA 205 State and Local Government (3)
GFA 213 Comparative Politics (3)

History of Law:
HIST 103 History of the United States to 1860 (3)
HIST 104 History of the United States Since 1860 (3)
HIST 209 Making Modern England (3)
HIST 305 History of Western Law (3)
PHIL 100 Introduction to Philosophy (3)
PHIL 203 Moral Philosophy (3)
PHIL 306 Philosophy of Law (3)
PHIL 312 Political Philosophy (3)

Advising
Students self-identify as interested in pre-law and schedule an appointment with the pre-law advisor. The advisor, working with the student, will develop a schedule of courses which will include the core as well as the areas of student interest. For those students uncertain about their area of interest, the core could be supplemented with courses in the student’s major relevant to law, and the student could then elect to further pursue that area or take additional courses in a different area.

PRE-PROFESSIONAL - PRE-MEDICAL, PRE-DENTAL, PRE-PHARMACY, PRE-OPTICAL, PRE-VETERINARY, PRE-PHYSICAL THERAPY PROGRAM

Individuals wishing to complete this program normally are Biology or Chemistry majors. Individuals must complete all major requirements plus additional courses. Please see specific major and the requirements listed under the pre-medical options.

TEACHER PREPARATION PROGRAM

The Teacher Preparation Program in the Division of Education attempts to share changes in policy, procedures, and protocols well in advance. Modifications or regulations may be imposed by other sources, so the Division of Education reserves the right to immediately initiate, add, or change program requirements without prior notice.

Transition Points in the Teacher Preparation Program
Candidates should be familiar with the four major transition points in the Teacher Education Program. The first occurs during the sophomore year when students are officially accepted into the program; the second occurs during the junior year when students are accepted into the pre-clinical/clinical practice program and become candidates; the third point is exit from the clinical practice semester, while the fourth follows candidates’ progress after graduation and into their first years of teaching, continuing to assess candidate satisfaction through the use of surveys.

Data are collected at each point to measure program effectiveness and to determine improvements to the curriculum thus ensuring each teacher candidate adequately meets the minimum standard for seven candidate proficiencies. Assessments of the proficiencies affirm the unit’s expectation that candidates will:
A. Demonstrate knowledge of student learning and development and respect in the diversity of the students they teach.
B. Apply knowledge in the areas for which they have instructional responsibility.
C. Demonstrate knowledge on the use of varied assessments to inform instruction, evaluate, and ensure student learning.
D. Plan and deliver effective instruction that advances the learning of each individual student.
E. Create learning environments that promote high levels of learning and achievement for all students.

F. Collaborate and communicate with other educators, administrators, students, parents, and the community to support student learning.

G. Assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Candidates should be aware of deadlines and program requirements for each transition point and should work closely with their advisors to ensure all pre-conditions are met in a timely basis. More detailed information about the transition points in the Teacher Preparation Program can be found in the Division of Education's Student Handbook.

Transition Point #1: Admission into Teacher Preparation

Candidates pursuing licensure must be formally accepted into the Teacher Preparation Program. Transition point #1 for students usually occurs during the second semester of their sophomore year or after the completion of the four core Education courses. Acceptance into the program is a prerequisite for enrollment in higher-level (300 and 400) Education courses, including pre-clinical/clinical practice. The deadline for application to the Teacher Preparation Program is the third Friday of each semester/session: Fall, Spring, Summer I, and Summer III in which requirements will be completed. Applications and other related materials for the Teacher Preparation Program are available in the Placement and Licensure Office, Hannon Center, Room 110 and the deadline for submission is clearly stated. Criteria to apply for Teacher Preparation include:

- GPA = 2.7, overall and education content coursework
- Completed a minimum of 49 total credits
- 4 core courses (minimum grades of B- in each course)
  - EDUC 107, School and Society
  - EDUC 206, Exceptionalities and Multiculturalism in a Global Society
  - EDUC 208, Instructional Technology
  - EDUC 264, Educational Psychology
- Pass ENG 102 or Honors English HON 103, or English Dept. Recommendation minimum grade of B- or Praxis I Writing with a passing score of 172
- Pass MATH 104 or higher (minimum grade of B-) or Praxis I Math with a passing score of 172
- Current, clear BCI&I & FBI background checks
- Essay Review (with a passing score)
- Approval by Division of Education faculty

Candidates are notified by letter by the Office of Field Placements and Licensure of their application status: either approved, conditionally approved, or denied.

A student who is conditionally approved, may continue to resolve the issue(s) until approved.

A student who is denied admission into the Teacher Preparation Program:

- Will not be permitted to enroll in 300/400 level education classes
- May be advised/decide not to remain in the Division of Education
- May appeal to the Division of Education Teacher Candidate Development Committee (must be submitted in writing within two weeks of the denial letter and must be accompanied by appropriate documentation)
- May appeal to the University Standards Committee if dissatisfied with the decision of the Candidate Development Committee

Transition Point #2: Entry into Clinical Practice

Application for acceptance to pre-clinical/clinical practice program is usually made the semester prior to pre-clinical practice. Placements are coordinated by the Office of Field Placements and Licensure with local school districts and are generally made in Stark and surrounding counties. Candidates are required to have their advisor’s approval to move forward. The following specific requirements must be satisfied:

Pre-Clinical (Pre-Student Teaching)

- 2.7 GPA, overall and in education content coursework
- Clearance by the Director of Field Placements and Licensure (audit sheet)
- Current, clear BCI&I and FBI Background checks

Clinical (Student Teaching)

- 2.7 GPA, overall and in education content coursework
- Clearance by the Director of Field Placements and Licensure (audit sheet)
- Current, clear BCI&I and FBI Background checks
Transition Point #3: Exit from Clinical Practice and Application for Professional License
To satisfactorily complete clinical practice, candidates must receive a minimum rating of 2 on the following evaluations completed by their cooperating teacher and university supervisor: Ohio Educator Standards, Specialized Professional Association (SPA), and Walsh Candidate Proficiencies. Candidates must also complete the Teacher Work Sample (Value Added) Project, and Reflective Portfolio (aligned with Ohio Educator Standards). Candidates must complete student teaching and seminar with a minimum grade of B-. Candidates are eligible to apply for a State of Ohio teaching license upon completion of the following:

- All University and Division of Education coursework (cleared by the University Registrar)
- Completion of all required Ohio Assessments for Educators (OAE) for appropriate licensure area(s)
- Current, clear BCI&I and FBI Background checks on file with the Ohio Department of Education
- Appropriate licensure application and required fee

Transition Point #4: Program Follow-Up
Surveys are used to follow candidates into their first year of teaching. The Division of Education will gather information from the candidates themselves and their employers.

Professional Licensure

- All educational coursework, all content area courses, completion of all required Ohio Assessments for Educators (OAE) for appropriate licensure area(s), and current BCI & FBI background checks are required for licensure. Candidates should be aware that prior criminal convictions, whether or not the conviction has been expunged, can affect the student's ability to obtain a license to teach in the State of Ohio and/or affect the student's ability to obtain employment in a pre-school program, public school district or charter school. It is the student's responsibility to determine whether he or she is eligible for licensure and/or employment as a teacher in the state of Ohio.

Students should consult with the Field Placement and Licensure Office if they have questions.

Title II Information

On the Ohio Praxis II group of written tests of educational theory and techniques for the 2010-2011 academic year, Walsh University students achieved a pass rate of 100% on the Principles of Learning and Teaching K-3 early childhood tests and a 96% pass rate on the 5-9 test. The aggregate pass rate for these professional knowledge tests equaled 97%.

Students who took the following content tests passed at a 100% rate: Early Childhood Education and Special Education Knowledge-based Core Principles test. The aggregate pass rate for content knowledge tests (Mathematics, Science, Language Arts and Social Studies and teaching special populations) was 98%. The summary pass rate for all tests is 97%.

The Division of Education’s Teacher Preparation Program enrolled 71 students who completed the program during the 2010-2011 reporting period. For additional data on the Praxis II scoring, please contact the University’s Office of Admissions or visit the Walsh University's website www.walsh.edu.

LEAD PROGRAM ( LICENSURE IN EDUCATION FOR ADULTS WITH DEGREES)

A student who has received a Bachelor's Degree (either a B.A. or B.S.) may add a teaching license to his/her credentials. While individual programs vary by subject area, most post-baccalaureate students are able to complete licensure preparation courses in four to five semesters by attending classes full-time. The Director of Graduate Education Studies will assist students with course selection and scheduling for the specific individual licensure programs offered at Walsh University. For further information, contact the Director of Graduate Education Studies and/or refer to the Graduate Catalog.

The following reading endorsements can be added to any license. See advisor for details.

MIDDLE CHILDHOOD GENERALIST ENDORSEMENT PROGRAMS

The following endorsements can be added to a valid Middle Childhood license to enable a teacher to be highly qualified in a self-contained, grades 4-6, classroom. See advisor for details.

**Grades 4-6 Language Arts Generalist Endorsement**
ENG 230    Literacy: Form and Function (3)
AND
ENG 331    Children's Literature (3)

**Grades 4-6 Mathematics Generalist Endorsement**
MATH 107    Mathematics I for Educators (3)
AND
MATH 108    Mathematics II for Educators (3)

**Grades 4-6 Science Generalist Endorsement**
BIO 101    Principles of Biology I (4)
AND
PHYS 101 Principles of Physics I (4)

Grades 4-6 Social Studies Generalist Endorsement:
HIST 320 Ohio History (3)
AND
GFA 103 American Government (3)

**CERTIFICATION PROGRAM FOR TEACHING RELIGION**

The Division of Education offers a diocesan certification program for teaching religion at the early childhood, middle childhood, and high school levels. This is not an Ohio Department of Education licensure program but may be used as an option for education majors seeking teaching employment in Catholic, parochial and diocesan schools.

**Early and Middle Childhood (grades K-8) 9 credit hours**

THEO 215 H2a Old Testament Scriptures (3)

or

THEO 216 H2a New Testament Scriptures (3)

and

THEO 271 H2a Catholic Belief and Practice (3)
THEO 403 Evangelization and Catechesis (3)

**High School Education (grades 9-12) (results in a minor in Theology) 18 credit hours**

THEO 215 H2a Old Testament Scriptures (3)

or

THEO 216 H2a New Testament Scriptures (3)

and

THEO 203 H2a Christian Moral Life (3)
THEO 271 H2a Catholic Belief and Practice (3)
THEO 302 H3 Liturgy and Sacraments (3)
THEO 403 Evangelization and Catechesis (3)

**Electives (choice of one)**

THEO 202 H2a Christology (3)
THEO 205 DV/H2a The Church in the Modern World (3)
THEO 215 H2a Old Testament Scriptures (3)
THEO 216 H2a New Testament Scriptures (3)
# MINOR REQUIREMENTS

## ACTUARIAL SCIENCE MINOR (21 SEM. HRS.)

### Mathematics (9 sem. hrs.)
- MATH 321 Probability and Statistical Inference I (3)
- MATH 322 Probability and Statistical Inference II (3)
- MATH 340 Theory of Interest (3)

### Business & Economics (12 sem. hrs.)
- BUS 111 Integrative Business Experience II (3)
- BUS 363 Financial Management in a Global Environment (3)
- ECON 203 Global Microeconomics (3)
- ECON 204 Global Macroeconomics (3)

### Recommended Courses in Mathematics (not required)
- MATH 431 Applied Regression and Time Series Analysis (3)

### Additional Recommended Courses in Business (not required)
- BUS 230 Financial/Managerial Accounting (3)
- BUS 315 Investments (3)

### Remarks:
- Prerequisite for BUS 230 and 363: BUS 111
- Prerequisite for BUS 315: BUS 221
- Prerequisite for MATH 321: MATH 207
- Prerequisite for MATH 322: MATH 321
- Prerequisite for MATH 340: MATH 208
- Prerequisite for MATH 431: MATH 322

All courses must be completed with a C- or better to be counted toward completion of the minor.

## ART (18 sem. hrs.)
- ART 101 The History of Art (3)
- ART 102 Visual Order (3)
- ART 103 Drawing (3)
- ART __ Electives (9)

## BIOLOGY (18 sem. hrs.)
- BIO 101-102 Principles of Biology I & II (8)
- Plus courses that contribute to a biology major with at least 4 hours at the 300 level or higher.

## CHEMISTRY (18 sem. hrs.)
- CHEM 101-102 Principles of Chemistry I & II with labs (8)
- For non-science majors, 10 more hours of CHEM courses with at least 4 hours at 300-level or higher. For science majors (biology, clin.lab.sci., etc...), all 10 hours must be at the 300-level or higher (Organic Chemistry (8) is required regardless and does not count as hours toward the minor). A total of two (2) research credits (CHEM 411 or CHEM 412) can be counted toward the minor. Internship credits (CHEM 390) cannot be counted.

## COMMUNICATION (18 sem. hrs.)
- COM 210 Mass Communication and Society (3)
- COM 211 Speech (3)
- COM 250 Writing for Mass Media (3)
- COM electives (9 sem. hrs.)

## COMPUTER SCIENCE (18 sem. hrs.)
- CS 111 Introductory Programming (3)
- CS 211 Programming Structures (3)
- CS 221 Database Techniques (3)
- One of the Languages:
  - CS 201 (VISUAL BASIC I), CS 203 (FORTRAN), CS 207 (COBOL), CS 314 (Functional Programming) (3)
- One Application from:
  - CS 301 (VISUAL BASIC II), CS 326 (Integrated Information Systems), COM 330 (Desktop Publishing) (3)
- One elective CS 201 or above or COM 330 (Consult advisor) (3 sem. hrs.)

NOTE: Credit for courses not listed in this catalog requires permission of the Director of Computer Science in order to be count
CORPORATE COMMUNICATION MINOR (Business Majors only) (18 SEM. HRS.)

Required (nine credits)
COM 211  Speech  (3)
COM 250  Writing for Mass Media  (3)
BUS 233  Marketing in a Global Environment  (3)

TWO (six credits) of
COM 360  Advertising and PR  (3)
COM 330  Desktop Publishing  (3)
COM 311  Professional Presentations  (3)
BUS 308  Global Integrated Marketing Communications  (3)

ONE (three credits) of
COM 365  Writing for Advertising and PR  (3)
COM 460  Advanced Advertising and PR  (3)
COM 430  Media internship  (3)
BUS 385  Business Internship  (3)

ENGLISH – LITERATURE (18 sem. hrs.)
ENG 220  Introduction to Creative Writing  (3)
ENG 230  Literacy: Form and Function  (3)
ENG electives (upper-division literature)  (12 sem. hrs.)

ENGLISH–WRITING - DISCIPLINARY CONCENTRATION  (18 sem. hrs.)

Writing with Communication Concentration
ENG Required Courses  (9 sem. hrs.)
ENG 323  Modern Rhetoric  (3)
ENG 240  Professional Writing I  (3)
ENG 340  Professional Writing II  (3)
COM Electives  (9 sem. hrs.)
COM 250  Writing for Mass Media  (3)
COM 350  Advanced Journalistic Writing and Editing for Print Media  (3)
COM 355  Broadcast Writing and Journalism  (3)
COM 365  Advertising/PR Writing and Communication  (3)
COM 400 series  Special Topics in Communication (when writing intensive)  (3)
ENG 335  Travel Writing  (3)
ENG 342  Grant Writing  (3)

Writing with Corporate Communication Concentration
ENG Required Courses  (9 sem. hrs.)
ENG 211 /COM 211  Speech  (3)
ENG 240  Professional Writing I  (3)
ENG 340  Professional Writing II  (3)
ENG/COM Electives  (9 sem. hrs.)
ENG 342  Introduction to Grant Writing  (3)
COM 250  Writing for Mass Media  (3)
COM 350  Advanced Journalistic Writing and Editing for Print Media  (3)
COM 355  Broadcast Writing and Journalism  (3)
COM 365  Advertising/PR Writing and Communication  (3)
COM 400 series  Special Topics in Communication (when writing intensive)  (3)

Writing with Creative Writing Concentration
ENG Required Courses  (9 sem. hrs.)
ENG 220  Introduction to Creative Writing  (3)
ENG 320  Advanced Creative Writing  (3)
ENG 420  Creative Writing, Publication and Performance  (3)
ENG/COM Electives  (9 sem. hrs.)
ENG 321  Composing Process  (3)
ENG 323  Modern Rhetoric  (3)
ENG 335  Travel Writing  (3)
ENG 342  Introduction to Grant Writing  (3)
COM 401  Magazine Writing  (3)
COM 407  Screen Writing  (3)
### Writing with Government & Foreign Affairs Concentration

**Required Courses**  
(9 sem. hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 240</td>
<td>Professional Writing I</td>
</tr>
<tr>
<td>ENG 323</td>
<td>Modern Rhetoric</td>
</tr>
<tr>
<td>GFA 215</td>
<td>Research Methods in Political Science (formerly Scope and Methods in Political Science)</td>
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**ENG Electives**  
(3 sem. hrs.)

<table>
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<tbody>
<tr>
<td>ENG 220</td>
<td>Introduction to Creative Writing</td>
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<tr>
<td>ENG 320</td>
<td>Advanced Creative Writing</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Professional Writing II</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Grant Writing</td>
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**GFA Electives**  
(6 sem. hrs.)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GFA 301</td>
<td>World Politics (formerly International Politics)</td>
</tr>
<tr>
<td>GFA 303</td>
<td>American Political Thought</td>
</tr>
<tr>
<td>GFA 305</td>
<td>Western Europe and the European Union (formerly The Government and Politics of Europe)</td>
</tr>
<tr>
<td>GFA 323</td>
<td>Public Policy</td>
</tr>
<tr>
<td>GFA 355</td>
<td>American Foreign Policy</td>
</tr>
<tr>
<td>GFA 381</td>
<td>The Legislative Process</td>
</tr>
<tr>
<td>GFA 383</td>
<td>The American Presidency</td>
</tr>
<tr>
<td>GFA 401</td>
<td>Poverty and Prosperity in the Developing World (formerly Politics and Economics of Developing Nations)</td>
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<tbody>
<tr>
<td>GFA 403</td>
<td>Constitutional Law (formerly Supreme Court and the Constitution)</td>
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<tr>
<td>GFA 405</td>
<td>Civil Liberties</td>
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<td>GFA 409</td>
<td>International Political Economy</td>
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<td>GFA 415</td>
<td>International Law</td>
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<tr>
<td>GFA 421-423</td>
<td>Special Topics</td>
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<td>GFA 425-427</td>
<td>Reading and Individual Investigation</td>
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### Writing with Professional Writing Concentration

**ENG Required Courses**  
(9 sem. hrs.)

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<tr>
<td>ENG 240</td>
<td>Professional Writing I</td>
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<tr>
<td>ENG 440</td>
<td>Advanced Studies in Composition</td>
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<tr>
<td>ENG 323 or</td>
<td>Modern Rhetoric or</td>
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<tr>
<td>ENG 340</td>
<td>Professional Writing II</td>
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**ENG/COM Electives**  
(9 sem. hrs.)

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<tr>
<td>ENG 230</td>
<td>Literacy: Form and Function</td>
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<tr>
<td>ENG 321</td>
<td>Composing Process</td>
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<tr>
<td>COM 250</td>
<td>Writing for Mass Media</td>
</tr>
<tr>
<td>COM 355</td>
<td>Broadcast Writing and Journalism</td>
</tr>
<tr>
<td>COM 365</td>
<td>Advertising/PR Writing and Communication</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Travel Writing</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Grant Writing</td>
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</table>

### Writing with Psychology Concentration

**ENG Required Courses**  
(9 sem. hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<td>Professional Writing I</td>
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<tr>
<td>ENG 340</td>
<td>Professional Writing II</td>
</tr>
<tr>
<td>ENG 323 or</td>
<td>Modern Rhetoric or</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Grant Writing</td>
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</table>

**PSYCH Electives**  
(9 sem. hrs.)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYCH 305</td>
<td>Personality</td>
</tr>
<tr>
<td>PSYCH 321</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>PSYCH 401</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYCH 451</td>
<td>Psychology Seminar</td>
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</table>

**(For those with Psychology - Research)**

**PSYCH/BSC Electives**  
(9 sem. hrs.)

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYCH 310</td>
<td>Gender</td>
</tr>
<tr>
<td>PSYCH 340</td>
<td>Addictions</td>
</tr>
<tr>
<td>PSYCH 401</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>BSC 430</td>
<td>Applied Behavioral Science Internship</td>
</tr>
</tbody>
</table>

**(For those in B.A./M.A.)**

**PSYCH/BSC Electives**  
(9 sem. hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PSYCH 401</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>BSC 430</td>
<td>Applied Behavioral Science Seminar</td>
</tr>
<tr>
<td>BSC 440</td>
<td>Applied Behavioral Science Internship</td>
</tr>
</tbody>
</table>
### Writing with a Sociology Concentration

**ENG Required Courses**
- ENG 240 Professional Writing I
- ENG 340 Professional Writing II
- ENG 323 Modern Rhetoric
- ENG 342 Grant Writing

**SOC Electives**
- SOC 220 Social Research Methods
- SOC 401 Sociology Theory
- BSC 301 Social Psychology
- BSC 430 Applied Behavioral Science Seminar
- BSC 440 Applied Behavioral Science Internship

### ENGLISH - WRITING – GENERAL (18 sem. hrs.)
*(for students who wish to create their own individualized writing experience)*

**200-300 Level ENG/COM Electives**
- ENG 220 Introduction to Creative Writing
- ENG 230 Literacy: Form and Function
- ENG 240 Professional Writing I
- COM 250 Writing for Mass Media
- ENG 320 Advanced Creative Writing
- ENG 321 Composing Process
- ENG 323 Modern Rhetoric
- ENG 335 Travel Writing
- ENG 340 Professional Writing II
- ENG 342 Grant Writing
- COM 355 Broadcast Writing and Journalism
- COM 365 Advertising/PR Writing & Communication
- COM 401 Magazine Article Writing
- COM 404 Sports Writing

**400 Level Writing Elective**
- ENG 420 or Creative Writing, Publication and Performance or
- ENG 440 Advanced Studies in Composition

### ENVIRONMENTAL STUDIES (18 sem. hours)

**Required courses**
- NS 103 Environmental Science: Life as if the Earth Mattered
- PHIL 275 Environmental Philosophy

**Area A: Ecology and the Sciences (Choose 2 courses)**
- MATH 130 Mathematics and the Environment
- NS 111 Plants: Food, Medicine and Textiles
- BIO 314 General Ecology

**Area B: Ecology and the Humanities (Choose 2 courses)**
- ENG 315-2 American Indian Lit. and Environmental Justice
- HIST 318 The Industrial Revolution in the World

### FORENSIC STUDIES MINOR (18 sem. hrs.)

**Foundation Courses (9 hours)**
- NS 114 Introduction to Forensic Science
- PSYCH 200 Psychology of Violence
- SOC 305 Criminology

**Electives (9 hours)**
- BUS 345 Fraud Examination
- ENG 200-1 Studies in Short Fiction: The Detective Story
- ENG 318 Special Topics The Detective Novel
- NURS 250 Introduction to Forensic Nursing
- NS 215 Forensic Chemistry
- PSYCH 350-1 Special Topics: Forensic Psychology
- SOC 312 Victimology

### FRENCH (18 sem. hrs.)

Required Courses depend on a student’s entry level.

**NOTE:** FREN 101-102 not included.
FREN 201-202 Intermediate French I & II (6)
FREN 307 Readings in French (3)
FREN 308 French Conversation and Composition (3)
FREN 301-302 Advanced French I & II (6)
300-400-level FREN electives (as needed)

**GENDER STUDIES (18 sem. hrs.)**

*Required Courses* (6 sem. hrs.)
- ENG 207/GS 207 Gender Studies (3)
- GS 491 Directed Study (3)

*Area A: Gender and the Humanities (Choose two courses)* (6 sem. hrs.)
- ENG 200-2 Created Equal: Issues of Gender and Race
- ENG 316 Autobiographical Writings
- ENG 313-1 21st Century Challenges in Contemporary Literature
- HIST 227 Women in U.S. History
- SPAN 406 Definitions of Gender in Hispanic Culture

*Area B: Gender and the Social Sciences* (6 sem. hrs.)
- COM 290 Race, Gender, and Power in the Mass Media
- GFA 421 Women in Politics
- PSYCH 310 Gender
- SOC 301 Women and the Criminal Justice System (formerly Women in Prison)

**GOVERNMENT AND FOREIGN AFFAIRS (18 sem. hrs.)**

- GFA 103 American Government (3)
- GFA 301 World Politics (formerly International Politics) (3)
- GFA 303 American Political Thought (3)
- GFA electives (9 sem. hrs.)

**HISTORY (18 sem. hrs.)**

- HIST 101-102 World Civilization to 1500/1500 to Present (6)
- OR
- HIST 103-104 History of the United States to 1860/Since 1860 (6)
- HIST electives (12 sem. hrs.)

**LATIN (18 sem. hrs.)**

*Required courses depend on student's entry level.*

**Level I**
- LAT 101-102 Elementary Latin I & II (6)
- LAT 201-202 Intermediate Latin I & II (6)
- LAT 301-302 Advanced Latin I & II (6)

**Level II**

**MATHEMATICS (17 sem. hrs.)**

- MATH 207 Calculus I (5)
- MATH 230 Discrete Patterns I (3)
- MATH 313 Linear Algebra I (3)

*Plus 6 hours in upper-level (above 200) mathematics courses or 3 hours in upper-level (above 200) Mathematics courses and 3 hours of computer science (CS 111 or higher).*

*Note: Credit for courses not listed in this Catalog requires permission of the Division Chair in order to be counted toward the mathematics minor.*

**MUSIC (18 sem. hrs.)**

*Required:
- MUS 206 Fundamental Music and Theory Skills (3)
- MUS 207 Theory/Sight-Singing (3)
- MUS 208 Music History I: Medieval/Renaissance/Baroque (3)
- MUS 209 Music History II: Classical/Romantic/20th Cent (3)

**Elective Tracks**

*Performance Track (Audition is required)*
- Choose one of the following:
  - MUS 055-1 Voice for Minors (3)
  - MUS 061-1 Piano for Minors (3)
  - MUS 070 Choral Conducting for Minors (3)
  - One elective in Music (3)

**General Music Track**

*General Music A:*
6 credits of the following:
MUS 070  Choral Conducting for Minors (3)
MUS 201  Major Choral Works (3)
MUS 202  American Musical Theatre (3)
MUS 203  History of Blues and Jazz (3)
MUS 210  History of Rock Music (3)

General Music B:
3 credits of the following:
MUS 070  Choral Conducting for Minors (3)
MUS 201  Major Choral Works (3)
MUS 202  American Musical Theatre (3)
MUS 203  History of Blues and Jazz (3)
MUS 210  History of Rock Music (3)
AND 3 credits of the following:
MUS 050  Walsh University Chorale (3)
MUS 055-1 Voice for Minors (3)
MUS 061-1 Piano for Minors (3)

MUSEUM STUDIES (18 sem. hrs.)
MS 101  Introduction to Museum Studies (3)
MS 201  Public History Practicum (3)
MS 401  Senior Seminar in Museology (3)
9 credits of Museum Studies Electives (see major requirements)

PEACE STUDIES MINOR (21 sem. hrs.)
PEAC 201  Introduction to Peace Studies (formerly PS 201) (3)
PEAC 301  Conflict Resolution (formerly PS 301) (3)
Select one from Area A: Peace and National and International Systems*
GFA 213  Comparative Politics (3)
GFA 301  World Politics (formerly International Politics) (3)
GFA 355  American Foreign Policy (3)
GFA 409  International Political Economy (3)
GFA 415  International Law (3)
GFA 421  Special Topics in GFA (3)
HIST 203  Diplomatic History of U.S. to 1877 (3)
HIST 204  Diplomatic History of the U.S. since 1877 (3)
HIST 336  Modern Latin American (3)
HIST 337  The Modern Middle East (3)
Select one from Area B: Influences on Peace*
ENG 315  The Literature of War and Peace (3)
GFA 415  International Law (3)
JS 315  Repairing a Broken World: Jewish Values That Heal (3)
SPAN 310  Human Rights in Latin America (3)
PHIL 312  Political Philosophy (3)
THEO 203  H2a Christian Moral Life (3)
Select one from Area C: The Promotion of Social, Economic, and Environmental Justice*
ENG 315-2  American Literature and Environmental Justice (3)
GFA 213  Comparative Politics (3)
GFA 401  Poverty and Prosperity in the Developing World (formerly Politics and Economics of Developing Nations) (3)
GFA 409  International Political Economy (3)
HIST 225  African-American History (3)
HIST 313  The Rise and Fall of Nazi Germany (3)
JS 290  Hate Groups and Violence (3)
NS 101  Science and Contemporary Health Issues (3)
NS 103  Environmental Science: Life as if Earth Mattered (3)
SOC 204  Social Problems (3)
SOC 205  Social and Cultural Diversity (3)
SOC 304  Urban Sociology (3)
THEO 309  H2a Principles of Justice and Peace (3)
PEAC electives* (6 sem. hrs.)
Select two elective courses (6) from Area A, B, or C.

* If a course is taken in one area, it cannot be repeated for either of the other area course selections.
PHILOSOPHY (18 sem. hrs.)

100-level PHIL ____ Elective (3)
200-level PHIL ____ Elective (3)
300-level PHIL ____ Elective (3)
400-level PHIL ____ Elective (3)

PHIL electives (6 sem. hrs.)

PSYCHOLOGY MINOR (18 sem. hrs.)

Foundations (3 hrs.)
PSYCH 120 Principles of Psychology (3)
Biological Bases/Cognitive & Learning Processes/Developmental Processes (3)

Select one:
PSYCH 201 Principles of Learning (3)
PSYCH 204 Cognitive Processes (3)
PSYCH 210 Human Development Across the Lifespan (3)
PSYCH 251 Physiological Psychology (3)

Social Process/Biological Bases/Diversity/Individual Differences (3 hrs.)
Select one:
PSYCH 302 Cognitive Neuropsychology (3)
PSYCH 305 Personality (3)
PSYCH 307 Cross-Cultural Psychology (3)
PSYCH 401 Abnormal Psychology (3)

Electives (9 sem. hrs.) - may include BSC 301 Social Psychology. Minors may not take BSC 360, 430, or 440.

SOCIOLOGY (18 sem. hrs.)

SOC 101 or 204 (3 sem. hrs.)
SOC 101 Principles of Sociology
SOC 204 Social Problems
SOC 205 Social and Cultural Diversity (3)
SOC 303 Marriage, Family and Intimacy (formerly Family Systems) (3)

SOC electives (9 sem. hrs.)
Electives may include BSC 301. Minors may not take BSC 360, 430, or 440.

SPANISH (18 sem. hrs.)
Required courses depend on student’s entry level. SPAN 101-102 not included.
SPAN 201-202 Intermediate Spanish I & II (6)
SPAN 301-302 Advanced Spanish I & II (6)
SPAN 307-321 Conversational Spanish/Latin American Civilization and Cultures (6)

SPAN 300-400-level electives (as needed)

SPANISH FOR HEALTH CARE  (18 sem. hrs.)
Required courses depend on student’s entry level. SPAN 101-102 not included.
SPAN 201-2 – 202-2 Intermediate Spanish for Health Care I & II 6 hrs.
SPAN 307-2 Conversational Spanish for Health Care 4 hrs.
Choose 8-14 hours from the following depending on placement.
NURS 358 & SPAN 358 Complementary and Alternative Therapies with Companion
NURS 358 3 hrs.
SPAN 358 1 hr.
SPAN 311 Health Care Disparities for Minority Communities 3 hrs.
SPAN 321 Latin American Civilization and Culture 3 hrs.
SPAN 409 Medical Spanish Translation and Interpreting 3 hrs.
NURS 420RN Nursing with Aggregates 3 hrs.
SPAN 480 Spanish Internship 1-4 hrs.

THEOLOGY (18 sem. hrs.)
THEO 215 H2a Old Testament Scriptures (3)
THEO 216 H2a New Testament Scriptures (3)
200-level THEO elective (3)
300-level THEO elective (3)
400-level THEO elective (3)
THEO electives (3)

*All Theology minors must have completed THEO 106 as a prerequisite Tier 1 Course
# Course Descriptions

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>DV – Diversity</td>
<td>HI – Heritage I</td>
<td>H2b – Heritage 2b</td>
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<tr>
<td>SL – Service Learning</td>
<td>H2a – Heritage 2a</td>
<td>H3 – Heritage 3</td>
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## American Sign Language Courses (ASL)

**ASL 101 American Sign Language I 3 sem. hrs.**  
American Sign Language (ASL) I is an introduction into the language and culture used by deaf people in the United States and parts of Canada. Students will be introduced to signed vocabulary as well as the unique grammar and sentence structure associated with ASL. Students will explore topics that involve family, manners, holidays, idioms, cochlear implant, and everyday phrases. Great emphasis will be given to the culture and values of the Deaf Community. **Prerequisite:** ASL 101, Partially fulfills second language requirement.

**ASL 102 American Sign Language II 3 sem. hrs.**  
In American Sign Language (ASL) II, students will build on their ASL vocabulary and grammatical sentence structure. The continual importance of deaf culture and non-manual behaviors will be emphasized, as well as an introduction into foreign sign languages, ASL linguistics, Manual Coded English, and Deaf History. **Prerequisites:** ASL 101, ASL 201 offered every fall; ASL 202 offered every spring.

**ASL 201-202 Intermediate American Sign Language I-II 3 sem. hrs.**  
Continuation of ASL 29201 with an emphasis on greater exploration of American Sign Language Sentence structure using a bilingual-bicultural approach. **Prerequisites:** ASL 102, ASL 201 offered every fall; ASL 202 offered every spring. **Next offered TBA.**

## Arabic Courses (ARBC)

**ARBC 101-102 Elementary Arabic 3 sem. hrs.**  
Essentials of Arabic enabling a student to achieve basic proficiency in the language. Emphasis on structure, vocabulary, and sociolinguistic elements in relation to function. For entrance into 101 students should have a 101 placement or be starting the language. For 102, students must have a 102 placement or have successfully completed 101 offered on a TBA basis.

## Art Courses (ART)

**ART 101 The History of Art 3 sem. hrs.**  
DV, TI: Survey of the arts (architecture, painting, and sculpture) from prehistoric to present. Recommended: HIST 101 and 102. **Offered every fall and spring.**

**ART 102 Visual Order 3 sem. hrs.**  
TI: Fundamentals of design as seen in basic laws of nature. Experiences in structured principles of space, shape, and color. **Offered every fall and spring.**

**ART 103 Drawing 3 sem. hrs.**  
TI: Fundamentals of drawing developed through individual creative sensitivity. Various experiences using wide range of basic drawing media. **Offered every fall and spring.**

**ART 201 Painting I 3 sem. hrs.**  
Drawing and painting used as medium for creative expression of the visual form. Course develops mental creativity through various motivations and develops drawing and painting through color media. **Prerequisite:** ART 102 and 103. **Next offered TBA.**

**ART 202 Painting II 3 sem. hrs.**  
Continuation of Painting I. **Prerequisite:** ART 102, 103 and 201. **Next offered TBA.**

**ART 203 Printmaking 3 sem. hrs.**  
Basic study of printmaking experiences in various techniques of printing applied to present-day methods. **Prerequisite:** ART 102, 103, 201. **Next offering TBA.**

**ART 210 Series: Special Topics in Art History (T1)**

**ART 210-1 Special Topics in Art History 3 sem. hrs.**  
TI: In-depth study of a selected topic in Art History. **Next offered TBA.**

**ART 210-2 Religious Art 3 sem. hrs.**  
TI: Survey of Religious expression in Art. (formerly Art 206) **Next offered TBA.**

**ART 210-3 African, Asian, and Islamic Art 3 sem. hrs.**  
TI/DV: Thematic overview of the arts of Africa, Asia, and the Islamic world. **Next offered TBA.**

**ART 210-4 History of Architecture 3 sem. hrs.**  
TI: Overview of architectural styles and functions in Europe and America. **Next offered TBA.**

**ART 210-5 Global Learning Arts and Culture 3 sem. hrs.**  
TI: Directed Study of Art and Culture while participating in a Global Learning Program. **Next offered TBA.**

**ART 210-6 American Art 3 sem. hrs.**  
TI: Survey of American art and artists. (formerly Art 206) **Next offered TBA.**

**ART 210-8 History of Photography 3 sem. hrs.**  
TI: Survey of photography, techniques and photographers. (formerly Art 211) **Next offered TBA.**

**ART 212 Greek and Roman Art 3 sem. hrs.**  
TI: Classical art and architecture from the Aegean, Greece, Etruria, and Rome. **Next offered TBA.**

**ART 213 Medieval Art 3 sem. hrs.**  
TI: Art and architecture of Western Europe from 300-1350. (formerly Art 210-7) **Next offered F-13.**

**ART 214 Art of the Renaissance 3 sem. hrs.**  
TI: Art of the 14-16th centuries in Italy and Northern Europe. **Next offered TBA.**
ART 217 Modern Art 3 sem. hrs.
TI: Survey of art in Europe and America from the mid-19th - 20th centuries. (formerly Art 207) Next offered TBA.

ART 220 Series: Aspects of Studio Art

ART 220-1 Special Topics in Art 3 sem. hrs.
TI: Intensive practical instruction in a specific area of applied art. Some topics may have prerequisites. Next offered TBA.

ART 220-3 Watercolors 3 sem. hrs.
TI: This course provides an introduction to a variety of watercolor painting materials and techniques. Students will explore the use of color, texture, color mixing and composition. Both representational and nonrepresentational themes will be utilized, including landscape, still life, portraiture, floral and abstract design. Next offered F-13.

ART 295 Graphic Design 3 sem. hrs.
An introduction to concept, tools, and history of graphic design. Cross listed as Communication 295. Prerequisite: None. Offered Every Fall

ART 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 Communication 296 (formerly Art 395) Prerequisite: Art 295 or Com 295. Offered Every Spring.

ART 324 Art Education 1 sem. hrs.
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. Next offered TBA.

ART 385 Special Topics in Graphic Design 3 sem. hrs.
Intensive study and application of a particular aspect of Graphic Design. Next Offered TBA.

ART 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. Prerequisite: Art 296 or Com 296 Offered every fall beginning in 2014.

ART 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. Prerequisite: Art 397. Offered Every Fall beginning Spring 2015.

ART 430 Internship I 3 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. Offered every semester beginning in SP 2015.

ART 431 Internship II 3 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. By arrangement with the Graphic Design internship supervisor. Prerequisite: ART 430. Offered every semester beginning in F-15.

ART 440 Graphic Design Portfolio/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 written 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 Offered every Spring beginning in 2015.

ADOLESCENCE TO YOUNG ADULT EDUCATION COURSES (AYA)

Admission to the Teacher Preparation Program required prior to enrollment in 300-/400-level education courses.

AYA 232 AYA: Best Practices and Classroom Management 3 sem. hrs.
Classroom management and organization in the adolescence to young adult 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 experience required. Prerequisites: EDUC 107 and sophomore standing. Offered fall and spring semesters.

AYA 430 Adolescent and Young Adult: Teaching, Learning, and Assessment 3 sem. hrs.
Emphasis on the design, implementation and assessment of teaching and learning approaches appropriate for adolescents and young adults. Focus on various teaching and learning strategies and assessment alternatives that promote the learning of adolescents and young adults. This is an online course. Field experience required. Offered fall and spring semesters.

AYA 431 Adolescence and Young Adult Professionalism in Practice: Language Arts Pre-Student Teaching 3 sem. hrs.
Writing process models, literary theory and criticism, and multimedia approaches for teaching composition and literature for those seeking licensure at the adolescent and young adult level. Various instructional strategies, assessment alternatives, classroom management, and provision for dealing with individual differences among students when using these approaches are emphasized. Attention is given to the NCTE, and the Common Core State Standards for English Language Arts. Field experience in the language arts classroom in which the teacher candidate will complete student teaching is required. All coursework must successfully be completed in order for student teaching to occur the following semester. Offered fall and spring semesters.

AYA 432 Adolescence and Young Adult Professionalism in Practice: Mathematics Pre-Student Teaching 3 sem. hrs.
Course designed for those seeking licensure at the adolescence and young adult level. 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 mathematics. Includes an examination of technological applications in the classroom and of how NCTM, and the Common Core State Standards for Mathematics have impacted curriculum, day-to-day activities, and assessment approaches. Field experience in the mathematics classroom in which the teacher candidate will complete student teaching is required. All coursework must successfully be completed in order for student teaching to occur the following semester. Offered fall and spring semesters.

AYA 433 Adolescence and Young Adult Professionalism in Practice: Science Pre-Student Teaching 3 sem. hrs.
Interdisciplinary understanding of science; the professional, legal, safety, and ethical obligations of teaching science; and problem-solving approaches for those seeking licensure at the adolescent and young adult level. Course includes focus on the ways in which the NSTA, and
the Ohio New Learning Standards for K-12 Science have impacted the curriculum, day-to-day activities, and assessment approaches. Various instructional strategies, assessment alternatives, and management techniques appropriate to adolescents learning science are addressed, along with the provision of alternative techniques for individualizing learning activities. Field experience in the science classroom in which the teacher candidate will complete student teaching is required. (All coursework must successfully be completed in order for student teaching to occur the following semester.) Offered fall and spring semesters.

AYA 434 Adolescence and Young Adult Professionalism in Practice: Social Studies Pre-Student Teaching  3 sem. hrs.
Course provides an integrative understanding of the social studies disciplines, the NCSS and the Ohio New Learning Standards for K-12 Social Studies for those seeking licensure at the adolescent and young adult level. Various instructional strategies and assessment alternatives appropriate for the learning of social studies with developmentally and culturally responsive curricula are emphasized. Field experience in the social studies classroom in which the teacher candidate will complete student teaching is required. (All coursework must successfully be completed in order for student teaching to occur the following semester.) Offered fall and spring semesters.

BEHAVIORAL SCIENCES COURSES (BSC)

BSC 200  Field Observation  2 sem. hr.
Sophomore year field observation introducing behavioral science majors to applied sociology and psychology professions. Includes observations and interviews with persons in applied practice. Utilizes classroom activities and career counseling services. Final grade must be a C or better. Restricted to majors only; Prerequisite: PSYCH 120 or SOC 101 or SOC 204. Offered fall and spring semesters.

BSC 221  Statistics for Behavioral Sciences  3 sem. hrs.
Levels of measurement (nominal, ordinal, interval, ratio), descriptive statistics (frequency distributions and graphing techniques, percentiles, measures of central tendency, measures of dispersion, standard deviation and standard normal distribution), contingency tables, correlation, regression and prediction, multivariate data analysis, probability and statistical inference, analysis of variance, canonical analysis, parametric and nonparametric tests of significance. Computer applications drawn from the behavioral sciences. Prerequisites: MATH 104 (with a grade of C or better) SOC 220 (with a grade of C or better), and BSC 200 (with a grade of C or better). Offered fall and spring semesters.

BSC 301  Social Psychology  3 sem. hrs.
DV: Examination of social and group influences on individual behavior. Topics include attribution, conformity, social perception, attitude change. Prerequisites: PSYCH 120 or SOC 101 or SOC 204. Next offered: SP-15, SP-16.

BSC 360  Counseling and Interviewing Processes  3 sem. hrs.
DV: Introduction to counseling and interviewing techniques and processes. Examines stages and strategies in the counseling process; application of selected counseling theories to case situations; counseling specialty areas; and legal, ethical and professional issues in counseling and interviewing. Includes learning lab focused on developing basic interviewing and counseling skills. Final grade must be C+ or better. Prerequisite: Junior status and Sociology or Psychology internship concentration. Offered fall and spring semesters.

BSC 430  Applied Behavioral Science Seminar  3 sem. hrs.
DV: Intensive study to develop an understanding of applied aspects of psychology/sociology through application of research, change theory, and intervention-helping skills. Seminar prepares students for an internship by examining ethical issues, analyzing case studies, identifying intervention strategies, and planning internship. Final grade must be C+ or better. Prerequisite: Senior standing, BSC 360 required for Sociological/Community Studies and Sociology/Applied Criminal Justice majors (not required for Sociology-Research Methods and Data Analysis majors). Prerequisites for B.A./M.A. majors: BSC 221, BSC 502, BSC 560, and three other B.A./M.A. courses. Offered fall and spring semesters.

BSC 440  Applied Behavioral Science Internship (Capstone)  3-9 sem. hrs.
DV/H3: Internship is a supervised capstone experience in public or private settings. Internship enables Sociology and Psychology majors with the internship concentration and Behavioral Sciences (B.A./M.A.) majors to interact with clients, bridging the gap between theory and practice. Through hands-on application of micro-skills learned in pre-requisite courses, students problem solve with clients and supervisors. Periodic conferences with instructors and practitioners required. Prerequisites: BSC 360, BSC 430, senior standing, and departmental approval. Prerequisites for B.A./M.A. majors: BSC 430 and BSC 560, senior standing and departmental approval. Offered fall and spring semesters.

BSC 502 Research Methods and Program Evaluation  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 assessment 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. Prerequisite: Admission to B.A./M.A. program or M.A. in Counseling and Human Development. Offered fall and spring semesters.

BSC 526  Group Process  3 sem. hrs.
DV: 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 intersessional lab is required. Prerequisite: Admission to B.A./M.A. program or M.A. in Counseling and Human Development. Next offered F-14, F-15.

BSC 560  Introduction to Counseling & the Counseling Profession (Formerly Counseling and Interviewing Process)  3 sem. hrs.
DV: 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. Prerequisite: Admission to B.A./M.A. program or M.A. in Counseling and Human Development. Offered fall and spring semesters.

BIOLOGY COURSES (BIO)

BIO 100 Introduction 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. Prerequisites: None. Offered every fall semester.

BIO 101 Principles of Biology  3 sem. hrs.
TI: 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 lifestyles 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. Prerequisites: None. Offered every fall semester.

**BIO 101L Principles of Biology I Laboratory 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. Prerequisites: None. Offered every full semester.

**BIO 102 Principles of Biology II 3 sem. hrs.**
This course presents the history of the earth, structure and function of living things while looking at the regulation and behavior of living things and investigating scientific questions and concepts. An understanding of the unifying themes in the biological sciences and an overview of the variety of life on earth are presented. Topics include: cell biology, mechanisms of speciation and evolution, the evidence for evolution, taxonomy, viruses, prokaryotes, and a survey of the eukaryotic world, including animals, plants, fungi, algae and protozoans. 3 one-hour lectures per week. Prerequisites: None. Offered every spring semester.

**BIO 102L Principles of Biology II Laboratory 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. Prerequisites: None. One three-hour lab per week. Offered every spring semester.

**BIO 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. Prerequisites: None Cross-listed as CS 120. Three one-hour lectures per week. Offered every fall semester.

**BIO 200 Medical Terminology 1 sem. hr.**
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. Prerequisites: None. 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. Prerequisites: Students must have earned a C- or higher grade in either BIO 101-102 or BIO 209-210 and CHEM 101-102 or CHEM 109-110 prior to taking this course. Offered every fall and spring semester and usually in summer.

**BIO 206L Microbiology Laboratory 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. Prerequisites: Students must have earned a C- or higher grade in either BIO 101-102 or BIO 209-210 and CHEM 101-102 or CHEM 109-110 prior to taking this course. Offered every fall and spring semester and usually in summer.

**BIO 209 Anatomy and 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. Prerequisite: High school biology and chemistry. Offered every fall, spring and summer sessions.

**BIO 209L Anatomy and 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. Offered every fall, spring and summer sessions. The laboratory meets two hours per week.

**BIO 210 Anatomy and 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. Prerequisite: Successful completion of BIO 209 or by permission. Offered every fall, spring and summer sessions.

**BIO 210L Anatomy and 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. Prerequisite: Successful completion of BIO 209L or by permission. Offered every fall, spring and summer sessions.

**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 investigating 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. Prerequisites: BIO 101-102. Cross-listed as CS 280. Offered every spring semester.

**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. Prerequisite: BIO 209-210. Offered every fall & spring semester.

**BIO 301 Anatomy and Evolution 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 system 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. Three hours of lecture per week, with regular lab exercises as part of lecture time. Prerequisite: BIO 102; BIO 209-210. Offered as needed.
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 chemotherapy available to treat parasitic infections are discussed. Current journal articles are discussed. The course meets for three hours per week. Prerequisite: BIO 101-102 are required and BIO 206 is recommended. Offered fall semester on every even-numbered year.

BIO 302L Parasitology Laboratory 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. Prerequisite: BIO 101-102 are required and BIO 206 is recommended; it is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered fall semester on every even-numbered year.

BIO 303 Pathogenic Bacteriology 3 sem. hrs.
The 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 discussed. The prevention and treatment of bacterial infections are examined. Current journal articles are discussed. The course meets for three hours per week. Prerequisite: BIO 206/206L are required. Offered spring semester on odd-numbered years.

BIO 303L Pathogenic Bacteriology Laboratory 1 sem. hr.
The laboratory compliments 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. Prerequisite: BIO 206/206L are required; it is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered spring semester on odd-numbered years.

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. 3 one-hour lecture per week. Prerequisites: BIO 209/210 and CHEM 201-202, or permission of instructor. Offered spring semester on odd-numbered years.

BIO 304L Immunology Laboratory 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. Prerequisite: BIO 209/210 and CHEM 201-202 are required; BIO 206/206L are recommended; it is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered spring semester on odd-numbered years.

BIO 305 Botany 4 sem. hrs.
This course begins looking at cell structure, general regulation and behavior along with the diversity and adaptations of plant organisms. Matter, energy and organizations in living plant life are also major considerations. A comprehensive understanding of plants, including anatomy and physiology, taxonomy, development and differentiation, photosynthesis, metabolism, morphology, life histories, and reproduction are followed. Four hours of lecture and lab per week. Students are expected to participate in two field trips outside of the scheduled class time. Prerequisite: BIO 101-102 or permission from instructor. Offered every fall semester.

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. Prerequisites: BIO 101/102 and CHEM 201/202 are required. Offered every fall semester.

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. Prerequisites: BIO 101/102 and CHEM 201/202 are required; it is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered at the discretion of the Division.

BIO 307 Essential Biochemistry 3 sem. hrs. (See CHEM 307) Offered every spring semester.

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. Prerequisites: BIO 209-210. Offered every fall semester.

BIO 314 General Ecology 3 sem. hrs.
DV: 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. Prerequisite: one biology or natural science course. Offered every spring semester.

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. Prerequisite: BIO 101-102. Offered in the summer.

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. Prerequisites: CHEM 201-202. Offered every fall semester on odd-numbered years.

BIO 320L Biochemistry I Laboratory 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. Prerequisites: CHEM 201-202 with labs. Offered every fall semester on odd-numbered years.

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 intimate 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. Prerequisite: CHEM 320. Offered every spring semester on even numbered years.

**BIO 321L Biochemistry II Laboratory 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, spectrophotometry, 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. Prerequisite: BIO 320/CHEM 320 with lab. Offered every spring semester on even numbered years.

**ES/BIO 330 Conservation Biology 3 sem. hrs.**

Examines the protection and management of the Earth’s diverse species, habitats, and ecosystems. Prerequisite: BIO 101 & 102. Offered spring semester on even-numbered years beginning 2016.

**ES/BIO 335 Biogeochemy 3 sem. hrs.**

The examination of the control and function of the Earth's global biogeochemical cycles. This course reviews the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soils, sediments, rivers, the oceans and atmosphere. Prerequisite: CHEM 101 & 102 and BIO 101 & 102, NS 105 recommended. Offered fall semester on odd-numbered years beginning 2015.

**ES/BIO 435 Limnology (Aquatic Ecology) 4 sem. hrs.**

The interdisciplinary study of inland waters including lakes, wetlands, ground water, and streams. Prerequisite: BIO 101 & 102, CHEM 101 & 102. Offered fall semester on even-numbered years beginning 2016.

**BIO 390 Biology Internship 1-2 sem. hrs.**

DV: Offers course credit for practical learning experiences in the field of chemistry. Offered by arrangement, with permission from both the Walsh instructor and the supervisor of the off-campus site.

**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. Prerequisite: BIO 102 or BIO 209-210. Offered spring semester on even-numbered years.

**BIO 402 Genetics 3 sem. hrs.**

DV: 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. Prerequisite: BIO 101/102 or BIO 209-210 required; BIO 306 recommended. Offered every spring semester.

**BIO 402L Genetics Laboratory 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. Prerequisite: BIO 101/102 or BIO 209/210 are required; BIO 306 is recommended; it is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered every spring semester.

**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 Prerequisites: BIO 320/CHEM 320, BIO 321/CHEM 321 or BIO 307/CHEM 307. Offered every fall semester on even-numbered years.

**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. Prerequisite: MATH 207. Three one-hour lectures per week. Offered every spring semester on odd-numbered years.

**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. Prerequisite: BIO 209/210. Offered fall semester on odd-numbered years.

**BIO 405L Microanatomy Laboratory 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. Prerequisite: BIO 209/210 are required; it is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered fall semester on odd-numbered years.

**BIO 406 Molecular Biology 4 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. Prerequisites: BIO 101-102; BIO 402 recommended. Offered as needed.

**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. Cross-listed as CHEM 407 Prerequisites: BIO 209-210, CHEM 201-202. Offered every spring semester.
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. Current journal articles are discussed. The course meets for three hours per week. Prerequisites: BIO 206; BIO 306 recommended. Offered spring semester on even-numbered years.

BIO 408L Virology Laboratory 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. Prerequisites: BIO 206 is required; it is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered spring semester on even-numbered years.

BIO 409 Cell Culture 2 sem. hrs.
This course introduces the student to the technique of cell culture as a research tool. Students will become skilled in aseptic technique as they prepare, maintain and freeze stocks of primary cell cultures. Students will learn how to prepare medium and solutions used in cell culture. Experimental protocols such as protein electrophoresis and detection by immunassays will be covered in the laboratory. Both primary and continuous adherent cultures will be used to carry out small independent research projects. The course meets for two hours per week. Prerequisites: BIO 209 and BIO 210 are required. Offered at the discretion of the Division.

BIO 410 Special Topics in Biology 2-3 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 411-412 Introduction to 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. A maximum of 2 credits can be applied to upper-division biology requirements for the major or the minor. Offered every semester.

BIO 414 Cellular and Molecular Biology Techniques 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-Time PCR, DNA sequencing, SDS PAGE, Western Blotting, Immunochemistry, 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. Prerequisite: BIO 101-102 or 209-210; BIO 206 and CHEM 201-202; Recommended courses include BIO 306 or 402. Offered every Fall semester.

BIO 415 Evolution 3 sem. hrs.
This course is a 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. Prerequisites: BIO 101 & 102 and junior or senior standing. Offered spring semester of even-numbered years.

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. 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. Cross-listed as CS 420. Offered every fall semester.

CHEM COURSES (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 do not pass the CHEM 100 placement test with 70% or higher. This course provides the concepts and basic skills 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. This course is offered every fall and spring semester.

CHEM 101 Principles of Chemistry I 3 sem. hrs.
TI: Principles of Chemistry I is designed to help students learn key concepts and 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 demonstration, multi-media demonstrations, group dynamics and problem solving. A strong background in high school chemistry is very helpful. Taking the lab in conjunction with the course is highly recommended. Students must earn a "C" or higher grade to enroll CHEM 102 Pre-requisite: proficiency at MATH 104 level or higher, 3 hours of lecture per week. This course is offered every fall semester.

CHEM 101L Principles of Chemistry Lab I 1 sem. hr.
This lab experience is designed to complement CHEM 101 lecture. A strong focus is placed on proper methods for collecting 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. This lab is offered only in the fall semester every year. One 3-hour lab period per week.

CHEM 102 Principles of Chemistry II 3 sem. hrs.
This course 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. Prerequisite: Completion of CHEM 101 with a C- or better grade. Offered every Spring semester. Taking the lab in conjunction with the course is highly recommended.

CHEM 102L Principles of Chemistry Lab II 1 sem. hr.
This lab experience is designed to complement 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 operations (average, deviation, etc.), converting units and significant figures. Experiments include, but are not limited to, density; gravimetric analysis; volumetric analysis (acid-base titrations, etc.); quantitative analysis using spectrophotometry; calorimetry and other labs as time permits.
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. This lab is offered only in the spring semester every year. One 3-hour lab period per week.

CHEM 109 General, Organic, and Biochemistry I (GOBC I) 3 sem. hrs.
TI: 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; basics of 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. Successful completion of the CHEM 100 placement exam is needed to enter this course. Taking the lab course (CHEM 109L) is 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. This course is normally offered during the fall & spring semesters and in the summer I session every year.

CHEM 109L General, Organic, and Biochemistry I Laboratory 1 sem. hr.
This lab experience is designed to complement 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. This lab is offered during the fall & spring semesters and in the summer I session every year. One 3-hour lab period per week.

CHEM 110 General, Organic, and Biochemistry II (GOBC II) 3 sem. hrs.
This course is specifically designed for students intending to pursue careers in nursing and related fields. This course focuses on basic organic chemistry and fundamental biochemistry. Topics include Lewis structures, physical properties, basic nomenclature, and chemical reactions of the following classes of organic compounds: Hydrocarbons (alkanes, alkenes, alkynes & aromatics), alcohols, ethers, aldehydes, ketones, ester, amides, anhydrides, phosphoesters, thioesters, thiocarboxylates, and amines. Stereochemistry and acid-base topics are also included. The second half of the course applies the organic chemistry to biochemicals with an emphasis on health-related applications. Topics include: amino acids & peptides, enzymes, carbohydrates, lipids, nucleic acids, vitamins and coenzymes, basic metabolism. Clinical topics include, but are not limited to, diabetes mellitus, clinical isoenzymes, lipoproteins profiles, drug therapies, ethanol metabolism, and others. This course is an organic chemical structure-intensive essay emphasizing structure-function relationships, monomer-polymer relationships and metabolic control systems and disease. Successful completion of CHEM 109 is needed to enter this course. This course does not count toward a chemistry or biology major. Taking the lab course (CHEM 110L) in conjunction with this lecture course is highly recommended. This course is normally offered during the fall & spring semesters and in the summer II every year.

CHEM 110L General, Organic, and Biochemistry II Laboratory 1 sem. hr.
This lab experience is designed to complement CHEM 110 lecture. Experiments are designed to introduce students to the behavior of organic molecules and with an emphasis on biochemicals. Functional group identification, the chemical properties of amino acids, proteins, carbohydrates, lipids and nucleic acids are investigated. Clinical, nutritional and medical applications are stressed. This lab is offered in the fall, and spring semesters and during summer II every year. One 3-hour lab period per week.

CHEM 198-199 Chemistry Career Seminar I 1 sem. hr.
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 and is offered every fall and spring semester starting in fall 2013.

CHEM 201 Organic Chemistry I 3 sem. hrs.
Fundamental concepts of molecular orbital theory, thermodynamics, kinetics, and acid-base chemistry are introduced and used to develop the basis for resonance theory, nucleophile-electrophilic concept, and functional group-reactivity relationships. Chemistry of alkanes, cycloalkanes, organoaldehydes, and alcohols is investigated. Fundamentals of stereochemistry and symmetry will be introduced. First semester of two semester sequence. Pre-requisite: CHEM 101-102 and CHEM 101L-102L, all “C-” or better. Co-requisite: CHEM 201L. Offered every fall semester.

CHEM 201L Organic Chemistry I Laboratory 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. Pre-requisite: CHEM 101-102 and CHEM 101L-102L, all “C-” or better. Co-requisite: CHEM 201. One four-hour lab session per week. Offered every fall semester.

CHEM 202 Organic Chemistry II 3 sem. hrs.
Principles introduced in Organic Chemistry I are used to study chemistry of alkenes, dienes, alkynes, pericyclic reactions, aromatic compounds, aldehydes, ketones, carboxylic acids and derivatives, amines, and heterocyclics. Second semester of two semester sequence. Pre-requisite: CHEM 201 and CHEM 201L, both “C-” or better. Co-requisite: CHEM 202L. Offered every spring semester.

CHEM 202L Organic Chemistry II Laboratory 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. Co-requisite: CHEM 202. One four-hour lab session per week. Offered every spring semester.

CHEM 206 Organic Chemistry for Environmental Science 4 sem. hrs.
This course will introduce fundamentals of Organic Chemistry in the context of environmental applications. Students will learn organic functional groups, naturally occurring organic molecules and syntheses with environmental implications. The majority of the course will be focused on learning about organic chemicals with environmental impact, how we detect these compounds, MSDS data and the importance of responsible management of organic chemicals in consumer products and industry. Pre-requisite CHEM 101-102 with labs, BIO 101-102 with labs and MATH 104. Offered every fall semester starting in fall 2015.

CHEM 298-299 Chemistry Career Seminar II 1 sem. hr.
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 and is offered every fall and spring semester starting in fall 2014.
CHEM 300  Foundation of Physical Chemistry  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. This course will be offered for the first time in spring 2016 and then every other spring semester on even years.

CHEM 301  Quantitative Analysis  3 sem. hrs.
Introduction to the use of statistics in chemistry along with the study of gravimetric and volumetric methods of analysis are presented. Principles and applications of chemical equilibria, acid-base reactions, solubility and precipitation, complexation formation, and redox reactions are covered. Prerequisites: CHEM 101-102 and CHEM 101L-102L, all "C-" or better. Co-requisite: PHYS 101-102 and PHYS 101L-102L and CHEM 301L. Offered in the fall semester of even-numbered years.

CHEM 301L Quantitative Analysis Laboratory  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. Prerequisite: CHEM 101-102 and CHEM 101L-102L, all "C-" or better. Co-requisite: PHYS 101-102 and PHYS 101L-102L and CHEM 301. One four-hour lab session per week. Offered in the fall semester of even-numbered years.

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. Prerequisites: CHEM 101-102 and CHEM 101L-102L, all "C-" or better. Co-requisite: PHYS 101-102 and PHYS 101L-102L and CHEM 301. One four-hour lab session per week. Offered in the spring semester of odd-numbered years.

CHEM 302L Instrumental Analysis Laboratory  1 sem. hr.
Theoretical and practical principles of chemical analysis involving use of electronics, atomic spectroscopy, molecular spectroscopy, and separation methods are practiced. Prerequisites: CHEM 101-102 and CHEM 101L-102L, all "C-" or better. Co-requisite: PHYS 101-102 and PHYS 101L-102L and CHEM 302L. Offered in the spring semester of odd-numbered years.

CHEM 303  Modern Analytical Chemistry  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. Prerequisites: CHEM 101-102 and labs, CHEM 201-202 and labs, CHEM 206 and 206L for Environmental Chemistry Majors. Offered for the first time in fall 2015 and then every other fall semester on odd years.

CHEM 303L Modern Analytical Chemistry 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. Prerequisites: CHEM 101-102 and labs, CHEM 201-202 and labs, CHEM 206 and 206L for Environmental Chemistry Majors. Offered for the first time in fall 2015 and then every other fall semester on odd years.

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. 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. Prerequisite: CHEM 201-202 with a C- or better grade. Offered spring of every odd-numbered year.

CHEM 305L Inorganic Chemistry Laboratory  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 anatomic techniques for air-sensitive compounds. Prerequisites: CHEM 201-202 with a C- or better grade. Offered spring of every odd-numbered year.

CHEM 307  Essential Biochemistry  3 sem. hrs.
This course serves as an introduction to 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 anabolic pathways. Applications of biochemistry in medicine and pharmaceuticals are also emphasized. The course is taught using a combination of interactive lecture, demonstrations and group activities. Prerequisites: CHEM 201-202, BIO 306 is helpful. Offered every spring semester.

CHEM 320  Biochemistry I  3 sem. hrs.
This course explores the chemistry of biological compounds that include amino acids, proteins, carbohydrates, lipids, vitamins, and nucleic acids with an emphasis on their structure-function relationships. Protein structure and biosynthesis, enzymes kinetics and mechanisms, and biological membranes are covered in detail. This course is required for Biochemistry majors and most pre-pharmacy students. All pre-professional students, biology majors and chemistry majors are welcome to enroll. Cross-listed as BIO 320. Prerequisites: CHEM 201-202. Offered every fall semester on odd-numbered years.

CHEM 320L Biochemistry I Laboratory  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 BIO 320L. It is highly recommended that students enroll in BIO/CHEM 320 simultaneously. Prerequisites: CHEM 201-202 with labs. Offered every fall semester on odd-numbered years.

CHEM 321  Biochemistry II  3 sem. hrs.
This course is a continuation of Chemistry 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 biochemic- ical literature. This course provides the linkage between the intimate world of molecular biochemistry and the living world of biology. This course is required for Biochemistry majors and most pre-pharmacy courses. All pre-professional students, biology majors and chemistry majors are welcome to enroll. Cross-listed as BIO 321. Prerequisite: CHEM 320. Offered every spring semester on even even-numbered years.

CHEM 321L Biochemistry II Laboratory  1 sem. hr.
An extension of BIO/CHEM 320 lab, this laboratory course is designated to continue introducing the students to modern biochemical experimental methods for studying the chemical and physical properties of biological molecules. Experiments will include the use of buffers, spectroscopy, enzyme assays, chromatography, electrophoresis, and immunoassays in the analysis of biological macromolecules. Isolation and purification techniques will be emphasized along with quantitative procedures. Students will be expected to keep a professional quality research notebook, read biochemical research articles and complete experimental work weekly. Cross-listed as BIO 321L. It is highly rec-
ommended that students enroll in BIO/CHM 321 simultaneously. 
Prerequisites: BIO/CHM 320 with labs. Offered every spring semester on even-numbered years.

CHEM 390 Chemistry Career Seminar III  2 sem. hrs. 
DV: This course involves doing an internship in chemistry with our business partners. This seminar is for chemistry majors and is offered every fall and spring semester starting in fall 2015.

CHEM 398 Chemistry Career Seminar III  1 sem. hr. 
This course involves doing an internship in chemistry with our business partners. The students will choose a field and participate in an internship. This seminar is for chemistry majors and is offered every fall and spring semester starting in fall 2015.

CHEM 401 Physical Chemistry I  3 sem. hrs. 
Study of the kinetic theory of gases and gas laws, thermodynamics, three laws of thermodynamics, heat, temperature, enthalpy, entropy, Gibbs energy and their relationships. The course focuses on Phase equilibria, thermodynamics of transition, phase diagrams, properties of mixtures, and deep emphasis on chemical equilibrium. Prerequisites: CHEM 101-102, PHYS 101-102, MATH 207, Conquest: MATH 208 or MATH 307. Offered fall semester every odd-numbered year.

CHEM 401L Physical Chemistry I Lab  1 sem. hr. 
The lab experience is designed to complement CHEM 401 lecture. Experiments include verification of the ideal gas law by digital and U-tube manometers, determination of enthalpy utilizing oxygen bomb calorimeter, examination of equilibrium parameters by titration, and exploring the properties of mixtures and colligative properties. The lab focuses on analyzing research articles and discussing their significant points in order to correlate theories to applications. The students also present materials that demonstrate how the operation of biological systems obeys theoretical physical laws. Prerequisites: CHEM 101-102, PHYS 101-102, MATH 207, Conquest: MATH 208 or MATH 307. One four-hour lab session per week. Offered fall semester every odd-numbered year.

CHEM 402 Physical Chemistry II  3 sem. hrs. 
Study of quantum theories and chemical kinetics that includes rate laws, order, mechanism, and catalysis, and, Basics of atomic structure and molecular interactions. The course covers theories and applications on macromolecules and aggregates, molecular rotations and vibrations, electronic transition and photochemistry, and magnetic resonance. Prerequisite: Successful completion (C or better grade) of CHEM 401. Offered spring semester every even-numbered year.

CHEM 402L Physical Chemistry II Lab  1 sem. hr. 
The lab experience is designed to complement CHEM 402 lecture. Experiments include verification of Beer’s law and determination of rate law using UV-Vis spectrometer, studying colloids and surface chemistry, practical and biological applications utilizing Fluorescence, Phosphorescence, Nuclear Magnetic Resonance, Electron Paramagnetic Resonance spectroscopic techniques. The lab also focuses on analyzing research articles related to Infra-red and laser techniques in order to correlate theories to applications. Prerequisite: Successful completion (C or better grade) of CHEM 401 lab. One four-hour lab per week. Offered spring semester every even-numbered year.

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 Prerequisites: BIO/CHM 120, BIO/CHM 321 or BIO/CHM 307. Offered every fall semester on even-numbered years.

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. Pr/co-requirement: MATH 207. Offered every spring semester on odd-numbered years.

CHEM 405 Topics in Chemistry  2-3 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, NMR Spectrometry, Advanced Organic Chemistry, Advanced Laboratory Methods, Advanced Inorganic Chemistry, Molecular Modeling and others. Check course offerings in any given semester for these classes. Prerequisites vary and enrollment requires permission of advisor or Division Chair.

CHEM 407 Molecular Pharmacology  3 sem. hrs. 
See BIO 407.

CHEM 411-412 Introduction to Research  1-2 sem. hrs. 
Intended for advanced students, course includes methods for searching the chemical literature and using the library. A two-semester research project will be discussed and assigned. Research projects typically involve advanced experimental work and submission of a paper. Projects are assigned with intent to produce publishable data and results. Permission of Division Chair: A maximum of 2 credits can be applied to the CHEM major or minor. Offered every semester.

CHEM 415L Integrated Laboratory 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 Experience II  2 sem. hrs. 
This course is the extension of CHEM 415L.

CHEM 417L Integrated Laboratory Experience III  2 sem. hrs. 
This course is the extension of CHEM 416L.

CHEM 440 NMR Theory and 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. Prerequisites: CHEM 101-102 and lab. This course will be offered every spring starting in spring 2016.

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. Prerequisites: CHEM 101-102 and labs, CHEM 201-202 and labs. Offered for the first time in 2016-17. Details to follow.

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. Prerequisites: CHEM 101-102 and labs, CHEM 201-202 and labs. Offered for the first time in 2016-17. Details to follow.

CHEM 498-499 Chemistry Career Seminar 1 sem. hr.
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 and is offered every fall and spring semester starting in fall 2016.

COMMUNICATION COURSES (COM)

COM 110 Broadcast Practicum 1-2 sem. hrs.
Performance of assigned activities for on-air position with student radio station under faculty supervision. Recommended for first and second-year students. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and 9 hours of internship (COM 430) and practicum credits combined will count toward graduation. Offered every fall and spring.

COM 115 Broadcast Staff Practicum 3 sem. hrs.
Performance of staff position duties with student radio station under faculty supervision. Communication and Corporate Communication majors only. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and 9 hours of internship (COM 430) and practicum credits combined will count toward graduation. Offered every fall and spring.

COM 120 Newspaper Practicum 1-2 sem. hrs.
Performance of staff-assigned writing, editing, design, or distribution duties for student newspaper under faculty supervision. Recommended for first and second-year students. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and 9 hours of internship (COM 430) and practicum 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 9 hours of internship (COM 430) and practicum credits combined will count toward graduation. Offered every fall and spring.

COM 130 Television Practicum 1-3 sem. hrs.
Performance of campus filming and production duties as assigned under faculty supervision. Prerequisite: COM 345. 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.

COM 210 Mass Communication and Society 3 sem. hrs.
Survey study of history, organization, mechanics, and theory of the mass media. Various media are examined to understand their influence on society and individuals. Required for Communication majors and minors. Offered fall and spring semesters.

COM 211 Speech 3 sem. hrs.
Study of the principles of effective public speaking with emphasis on speech construction, audience analysis, and organization. Includes practice in extemporaneous speaking. Required for Communication majors and minors. Offered fall and spring semesters.

COM 212 Interpersonal Communication 3 sem. hrs.
Overview of the communication process in context of interpersonal communication. Emphasis on verbal and nonverbal messages and development of self-awareness, perception, and listening and responding skills. Required for Communication majors. Offered fall and spring semesters.

COM 220 Principles of Acting 3 sem. hrs.
Study of movement on stage, various acting styles, improvisations, projections of character, and speech technique. Next offering TBA.

COM 225 Oral Interpretation 3 sem. hrs.
Logical and aesthetic meaning in drama, prose, and poetry for oral performance. In-depth work on pronunciation, articulation, emphasis, phrasing, expression, and delivery. Designed to develop basic proficiency in the physical and vocal skills necessary for the meaningful reading of literature. Next offering TBA.

COM 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 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 290-299 Series: Special Topics in Communication 3 sem. hrs.
A series of courses recommended for first and second-year students which explores a variety of selected communication topics in areas encompassing professional development, new technologies, and social/cultural influences on people and mass media.

COM 290 Race, Gender and Power in the Mass Media 3 sem. hrs.
DV: Examines the role of the mass media in maintaining, reflecting and shaping fundamental aspects of culture. Fulfills general education diversity requirement. Next offering SP-15.

COM 291 Sports Broadcasting 3 sem. hrs.
Beginning level hands-on course covers fundamental aspects of sports broadcasting. Taught by professional sports broadcasters. Next offering TBA.

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. Next offering SP-15.

COM 295 Graphic Design 3 sem. hrs.
Study of letter and design layout; application of letter forms in layout and illustration. Cross listed as ART 295. Prerequisite: None. Offered Every Fall.

COM 305 Intercultural Communication
H3: Gaudium et Spei 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. Next Offered SP-15.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 311</td>
<td>Professional Presentations</td>
<td>3 sem.</td>
<td>Introduces PowerPoint as an application that allows students a variety of options for designing, building, printing and delivering professional presentations. Prerequisite: COM 211. Next offering F-14.</td>
</tr>
<tr>
<td>COM 320</td>
<td>Research Methods in Mass Communication</td>
<td>3 sem.</td>
<td>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.</td>
</tr>
<tr>
<td>COM 330</td>
<td>Desktop Publishing</td>
<td>3 sem.</td>
<td>Theory and practical application of visual elements of layout and design, using computer application for text, graphics, headlines, and other elements of the printed page. Offered fall and spring semesters.</td>
</tr>
<tr>
<td>COM 340</td>
<td>Radio Production</td>
<td>3 sem.</td>
<td>Theory and practice in radio production. Topics considered include editing, station management, commercials, public service announcements and various program formats. Next offering TB-4.</td>
</tr>
<tr>
<td>COM 345</td>
<td>Television &amp; Video Production</td>
<td>3 sem.</td>
<td>Theory and practice in television and video production. Topics considered include camera operation, editing and production of commercials, public service announcements, and various program formats. Next offered F-14, F-15.</td>
</tr>
<tr>
<td>COM 350</td>
<td>Advanced Journalistic Writing and Editing for Print Media</td>
<td>3 sem.</td>
<td>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, headline writing and layout. Prerequisite: COM 250, Spectator Staff Position. Offered every Fall and Spring.</td>
</tr>
<tr>
<td>COM 355</td>
<td>Broadcast Writing and Journalism</td>
<td>3 sem.</td>
<td>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. Next offering F-15.</td>
</tr>
<tr>
<td>COM 360</td>
<td>Introduction to Advertising and Public Relations</td>
<td>3 sem.</td>
<td>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. Offered every fall semester.</td>
</tr>
<tr>
<td>COM 365</td>
<td>Advertising/Public Relations Writing</td>
<td>3 sem.</td>
<td>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 P.I. Next offered SP-15.</td>
</tr>
<tr>
<td>COM 370</td>
<td>Mass Media Law and Ethics</td>
<td>3 sem.</td>
<td>Introduction to legal and ethical issues associated with mass media, including freedom of expression, libel, privacy, access to information, protection of news sources, free press-fair trial, copyright, and government regulation of broadcasting. Required for communication majors. Prerequisite: COM 210 for COM majors/minors. Offered every Fall.</td>
</tr>
<tr>
<td>COM 385</td>
<td>Film as Communication</td>
<td>3 sem.</td>
<td>History of film with special emphasis on production principles of filmmaking and developing principles of film interpretation. Prerequisite: Junior Status recommended. Next offered F-14, F-16.</td>
</tr>
<tr>
<td>COM 400-419</td>
<td>Series: Advanced Special Topics in Communication</td>
<td>3 sem.</td>
<td>In-depth study of selected topics related to communication. Possible topics include new technologies, documentary, photography and photojournalism, and advanced desktop publishing. COM 400 classes fulfill the upper level writing requirement for the Communication major. For upper-level students only. Various courses offered every semester.</td>
</tr>
<tr>
<td>COM 400-2</td>
<td>Magazine Article Writing</td>
<td>3 sem.</td>
<td>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. (Formerly COM 401) Prerequisite: COM 250. Next offered TB-4.</td>
</tr>
<tr>
<td>COM 400-3</td>
<td>Computer Assisted Reporting</td>
<td>3 sem.</td>
<td>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. (Formerly COM 403) Prerequisite: COM 250. Next offered TB-4.</td>
</tr>
<tr>
<td>COM 400-4</td>
<td>Sports Writing</td>
<td>3 sem.</td>
<td>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. (Formerly COM 404) Prerequisite: COM 250. Next offered TB-4.</td>
</tr>
<tr>
<td>COM 400-5</td>
<td>Writing for Social Media</td>
<td>3 sem.</td>
<td>Writing course focusing on the use of social media for varied purposes including personal expression, marketing communication, and journalism. Prerequisite: COM 250. Next offered F-13.</td>
</tr>
<tr>
<td>COM 400-7</td>
<td>Screenwriting</td>
<td>3 sem.</td>
<td>Writing course focusing on the development, format, and structure of film screenplays. (Formerly COM 407) Prerequisite: COM 250 or ENG 220 Next offered SP-16.</td>
</tr>
<tr>
<td>COM 408</td>
<td>Advanced Digital Photojournalism</td>
<td>3 sem.</td>
<td>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. Next offered SP-14.</td>
</tr>
<tr>
<td>COM 420</td>
<td>Mass Communication Issues and Ethics</td>
<td>3 sem.</td>
<td>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.</td>
</tr>
<tr>
<td>COM 430</td>
<td>Media Internship</td>
<td>1-6 sem.</td>
<td>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. Note: No more than 9 hours of internship (COM 430 or BUS 385) credits will count toward graduation. By arrangement with communication.</td>
</tr>
</tbody>
</table>
COM 440 Advanced Acting 3 sem. hrs.
Advanced study of movement on stage, various acting styles, improvisations, projections of character, and speech technique. Prerequisite: COM 220. Next offering TBA.

COM 445 Advanced Television and 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. Next offered TBA.

COM 460 Advanced Advertising/Public Relations 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. Offered every spring semester.

COM 475 Senior Capstone Experience In Corporate Communications 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 underpinnings of corporate communication. Senior status required. Offered every spring semester.

COM 490 Independent Study 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 COURSES (CS)**

CS 105 Programming for Everyone 3 sem. hrs.
Applications and software. Programming with an easy general-purpose language (currently Python). Data types including strings and lists. Text-file processing. Interactive Programs. Loops, decisions, functions. Prerequisite: Equivalent of MATH 103 (Algebra I). No prior programming experience required. Offered every fall.

A three-course sequence in programming using a modern object-oriented programming language. CS 111 is an introductory programming course; no previous computer programming experience is required. The language used in these courses and exact topics covered may change over time; currently Java is used in this course sequence. (This three-course sequence replaces CS 200-300-400.)

CS 111 Introductory Programming 3 sem. hrs.
Brief introduction to hardware configuration of a desktop computer. Procedural programming in Java as a preparation for object-oriented programming. Data types: int, double, boolean, char, String (with standard String methods). Data-type conversions and casts. One-dimensional arrays. Constructs: if, while, for, static methods. Interaction with console and input/output from/to text files. Prerequisite: MATH 104. Offered every spring semester.

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. Offered every fall semester.

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. Offered every spring semester.

CS 120 Introduction to Bioinformatics 3 sem. hrs.
(See BIO 120) 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 protein, and its function in the cell. No prerequisites. Offered every fall.

CS 199/299/399 Special Topics 1-3 sem. hrs.
To fill special student needs or take advantage of a visiting professor or serve as an experimental offering of a contemplated regular course. May be repeated as new topics are presented. Requires permission of Director of Computer Science.

CS 201 Visual BASIC I 3 sem. hrs.
Develop Graphic User Interfaces and add event-driven code to create and/or run simple applications from the Windows environment, using VISUAL BASIC. Understand and use forms, controls, properties, modules. Learn proper Windows design and design considerations. This is largely a hands-on course. Prerequisite: Familiarity with the use of Windows, plus CS 111 or one semester of college computer programming, or permission of the instructor. Offered every fall semester.

CS 203 FORTRAN 3 sem. hrs.
Practical programming in FORTRAN. Data types and arrays. Algorithm design and structured methods. Programmed functions, subprograms. Program qualities: readable, reliable, maintainable. Applications to numerical, scientific, statistical, related areas. Hands-on use of production-quality version. Prerequisite: CS 111 or permission of instructor. Scheduled as needed.

CS 207 COBOL 3 sem. hrs.
Programming applied to typical business and administrative data processing with hands-on exercises using production-quality version of COBOL. Prerequisite: CS 111 or permission of instructor. Offered every spring semester of odd-numbered years.

CS 221 Database Techniques 3 sem. hrs.
Types of database structures: hierarchic, network, relational. Preparation of structure (normalization, design of records). DBMS use and management, including intermediate SQL. Considerations of data integrity, reliability, security. Hands-on experience using typical DBMS software. Prerequisite: CS 111 or permission of instructor. Offered every fall semester.

CS 230-231 Discrete Patterns I and II 3 sem. hrs. each
(See Mathematics 230-231) Algorithms and Combinatorics. Logic, circuits, Karnaugh maps. Proofs, including quantified statements and mathematical induction. Relations, graphs, trees. Languages and finite-state machines. Prerequisite: MATH 155 or equivalent with permission. Prerequisite for 231: CS 230. 230 offered every spring semester; 231 offered every fall semester.

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. Prerequisite: None. Offered every fall semester.
CS 280 Bioinformatics Seminar 1 sem. hr.
(See BIO 280) 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. Prerequisites: BIO 101-102. Offered every spring.

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. Offered every spring semester of even-numbered years.

CS 306 Computer Organization 3 sem. hrs.
Investigation of the computer as hierarchy of levels - digital logic; microprogramming; machine; assembly language, microprogramming, operating systems Includes lab work in assembly language. Prerequisite: CS 211 with grade of C or above. Offered every spring semester of even-numbered years.

CS 314 Functional Programming 3 sem. hrs.
Concepts, structures, methods and applications appropriate to the Functional Paradigm (Currently Haskell). Prerequisites: CS 111 with grade of C or above, or permission of instructor. Offered every fall semester of even-numbered years.

CS 385 Computer Science Internship 2-6 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 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. Prerequisite: CS 311 with grade of C or above. Offered every fall semester of even-numbered years.

CS 403 Object Oriented Programming with 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). Prerequisite: CS 402 with grade of C or above or ability to program in C and permission of instructor. Offered every spring semester of odd-numbered years.

CS 404 Principles 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. Prerequisites: CS 306 and CS 311 with grade of C or above. Not currently offered.

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. Prerequisites: CS 306 and CS 402 with grade of C or above. Offered every spring of odd-numbered years.

CS 420 Introduction to Bioinformatics 3 sem. hrs.
(See BIO 420) 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. Prerequisites: for biology majors, BIO 101-102 along with one of BIO 306, BIO 403, or BIO/CHEM 307; for CS majors, junior or senior students who have completed at least 2 programming courses. Offered every fall.

CS 490 Independent Study/Research 3 sem. hrs.
With permission of Director of Computer Science; by arrangement.

EARLY CHILDHOOD EDUCATION COURSES (ECE)

ECE 210 Early Childhood Education: Introduction 3 sem. hrs.
Examination of theories in child development which have special relevance to understanding and meeting needs of infants, toddlers, preschoolers, early and late primary children. Appraisal of personal philosophy, preschool visitations, quality early childhood education programs and practices. Field experience required. Prerequisites: EDUC 107. Offered fall and spring semesters.

ECE 211 Early Childhood Education: Assessment, Growth and Development 3 sem. hrs.
Evaluation of physical, cognitive, social and emotional growth and development of infants, toddlers, preschoolers, early and late primary children. Basic principles for working with special-needs children. Developmentally appropriate practices are identified. Field experience required. Prerequisites: EDUC 107, ECE 210, and sophomore standing. Offered fall and spring semesters.

ADMISSION TO THE TEACHER PREPARATION PROGRAM REQUIRED PRIOR TO ENROLLMENT IN 300-/400-LEVEL EDUCATION COURSES.

ECE 313 Early Childhood Language Arts and Social Studies Methods 4 sem. hrs.
Pre-service teachers will learn various instructional delivery strategies. The social studies curriculum will be explored. Literacy methods and materials for reading, writing, speaking and listening skills are shared. Peer teaching strengthens the student’s knowledge, skills and performance. Planning and the implementation of integrative activities are stressed; adaptive lesson planning is investigated. Collaborative teaching models are explored. Structured field experience required. Prerequisites: ECE 210 and EDUC 107. Offered fall and spring semesters.

ECE 315 Early Childhood Mathematics and Science Methods 4 sem. hrs.
The course shows how to teach early childhood mathematics and science and takes the pre-service teacher through the learning-discovery process of the subject matter to be taught. Developmentally appropriate lesson planning is based on knowledge of individual children, the community, and curriculum goals and content. Structured field experience required. Prerequisites: MATH 108, ECE 210 & ECE 211. Offered fall and spring semesters.

ECE 318 Early Childhood Integrated Arts Methods 3 sem. hrs.
Focus on development of children’s aesthetic experiences through the design, extension and application of the creative arts. Teaching techniques and ways to use creative activities in music, visual art, movement and drama are investigated. A variety of materials and media are demonstrated to alert the pre-service teacher to the ways to elicit and nourish creativity in children ages three through eight. Field experience required. Prerequisites: ECE majors: ECE 210 & ECE 211. Offered fall and spring semesters.

ECE 319 Early Childhood Education: Curriculum & Intervention Strategies (Moderate/Intensive) 3 sem. hrs.
Study of curriculum development and intervention practices for young children with moderate-intensive disabilities. Course emphasizes collaborative partnership of professional disciplines and the child’s family, in planning and implementing curricula and interventions. Course presents curriculum models and intervention methodologies based on
developmentally and individually appropriate practices for the young child. Field experience required. Offered fall and spring semesters.

ECE 410 Early Childhood: Professionalism in Practice, Pre-Student Teaching 3 sem. hrs.
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/ strategies are refined. NAEYC Standards, Ohio Educator Standards, Ohio Early Learning and Development Standards, and Common Core State Standards are addressed. Field experience offsite in subsequent student teaching setting with weekly meetings. Course is to be taken the semester directly prior to student teaching, may be taken concurrently with 300-400 level courses. All coursework must be successfully completed in order for student teaching to occur the following semester. Offered fall and spring semesters.

EDUC Courses (EDUC)

EDUC 107 School and Society: An Introduction to Education 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 Exceptionalities and Multiculturalism in a Global Society 3 sem. hrs.
This course heightens awareness and increases understanding of those individuals in our communities and schools who may learn differently and 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 and intervention. Structured field experience required. Prerequisites: EDUC 107 and sophomore standing. Offered fall and spring semesters.

EDUC 208 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. Structured field experience required. Prerequisites: EDUC 107. Offered fall and spring semesters.

EDUC 250 Developmental Language and Literacy 3 sem. hrs.
Students learn how children acquire language and how their early language is related to early literacy skills. Students explore a wide variety of methods for teaching early reading including teaching in the content areas. Field experience occurs during class time. Prerequisites: EDUC 107 and sophomore standing. Offered fall and spring semesters.

EDUC 252 The Principles & Practices of Teaching Phonics 3 sem. hrs.
The nature and role of phonics and phonemic awareness within the meaning-centered reading and writing process are explored, as well as current research regarding phonics instruction. Lessons are designed which demonstrate skill in teaching word study at the early and middle childhood levels. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

EDUC 255 Cognitive and Language Development 3 sem. hrs.
Course focuses on the nature of cognitive development and language acquisition from birth through early childhood. Candidates examine research of Piaget, Vygotsky, Bruner, Bates, and others, and the various language systems, including phonology, semantics, syntax, morphemic, and pragmatic. Course addresses both typical and atypical development, effects of linguistic diversity, memory and perception in early development, English as a second language, relationships of cognition and language to the development of play and socialization. Candidates examine strategies and activities that facilitate cognitive and language development for typically developing children and children with cognitive or communication delays and a range of specific exceptionalities. This is an On Site Service Learning Course. Students will meet both on site and on campus during the semester. On-site visits include 20 hours of an embedded Service Learning component. Offered fall and spring semesters. Prerequisites: EDUC 107 EDUC 206, EDUC 208, EDUC 264, and sophomore standing.

EDUC 264 Educational Psychology 3 sem. hrs.
Learning theories and instructional models are examined from a practical classroom-based perspective. Emphasis is on interpreting and integrating educational concepts to address various learning situations in the classroom setting. Cognitive, social, and personal development are included as are concepts of motivation, instructional design and approaches, individual learning style and needs, and classroom decision-making processes. Developmentally and culturally responsive instruction is emphasized. Prerequisites: EDUC 107 and sophomore standing. Required for 300/400-level classes. Offered fall and spring semesters.

Admission to the Teacher Preparation Program Required Prior to Enrollment in 300-/400-Level Education Courses.

EDUC 351 Methods of Teaching Developmental Reading 3 sem. hrs.
Students examine a wide variety of instructional methods for teaching reading and writing from early childhood to middle school level. Reading, writing, listening, speaking, and visualizing are viewed as interconnected literacy skills. Emphasis is placed on phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students explore a broad spectrum of reading and writing materials, strategies, and literature, including electronic texts. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

EDUC 353 Reading Assessment and Intervention 3 sem. hrs.
The course focuses on assessment and intervention as part of ongoing instruction. Case study required. Students work with individuals in need of reading intervention. 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. Offered fall and spring semesters.

EDUC 354 Reading in the Content Area 3 sem. hrs.
Survey of principles, strategies and practical techniques used to assist students to deal effectively with reading/ study materials in the content areas. Emphasis on elementary, middle, and high school education strategies. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

EDUC 362 Special Topics 1-3 sem. hrs.
An opportunity to present various special courses in education. Offered every semester.

EDUC 362-A LEAD Student Teaching 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. Prerequisite: all courses leading to licensure. Taken concurrently with The Student Teaching Seminar Course. Offered fall and spring semesters. Designated only for those students enrolled in the LEAD Program.
EDUC 463 Multi-Age Professionalism in Practice: Pre-Student Teaching 3 sem. hrs.
The pre-student teaching seminar has two components: a fieldwork component and a seminar component. In fieldwork, candidates are assigned to a school setting where they observe and learn from an experienced cooperating teacher. The seminar component provides an opportunity to reflect on the fieldwork experiences and develop skills in lesson planning and classroom management. The seminar component includes readings, discussions, and written assignments. Offered every semester.

EDUC 464 Common Core State Standards and Ohio New Learning 3 sem. hrs.
The course provides a focus of study for support in understanding and mastering the Common Core State Standards and the Ohio Learning Standards. The course examines the standards and their implications for teaching and learning. Offered every semester.

EDUC 467 Student Teaching Experience 9 sem. hrs.
Culminating field-based experience designed to provide pre-service teachers practical experience in classrooms and/or community settings. Candidates place themselves in educational settings supervised by experienced teachers. Experience includes observations, planning, and classroom teaching experiences under faculty supervision. Prerequisites: EDUC 464 and successful completion of fieldwork. Offered every semester.

EDUC 468 Student Teaching Seminar 3 sem. hrs.
H5: This capstone seminar accompanies the student teaching experience. The seminar provides an opportunity for students to reflect on their teaching experiences and to develop skills in self-assessment and reflection. Offered every semester.

ENGLISH COURSES (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 eight to ten hours per week in The Writing Center for individualized study and tutorial assistance. Computer lab used to develop writing skills. 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 models works representing various cultures and writings. By placement test, upon completion of ENG 100, or as an elective. Offered every semester.

ENG 102 Reading and 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. Prerequisites: all coursework leading to license competency required. Offered every semester.

ENG 111-1 & 111-2 Exploration of Self in Community 6 sem. hrs.
A two-semester introduction to writing centered upon a study of cultural pluralism in the U.S. The first semester focuses on improving reading comprehension. Required tutoring weekly in writing and reading in both courses. Prerequisites: ENG 100 and ENG 101.

INTRODUCTION TO LITERATURE SERIES

ENG 119 Drama Practicum 1-3 sem. hrs.
Performance of assigned activities for the Genesius Players production under faculty or director supervision. Prerequisites: three years of high school English and enrollment in the English major. Offered every semester.

ENG 200-1 Studies in Short Fiction 3 sem. hrs.
TI: 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, and demonstrate their understanding through class discussions, presentations, and writing. Prerequisites: TI. Offered every semester.

ENG 200-2 Created Equal: Issues of Gender and Race 3 sem. hrs.
DV/TE: This course attempts to reveal 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 The Body in Pain: The Language of Illness and Suffering 3 sem. hrs.
DV/TE: 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. Prerequisites: ENG 102 and/or HON 103 competency required. Offered every semester.

ENG 200-4 Money and Success 3 sem. hrs.
TI: Changing attitudes toward the role of money and success in American society are examined through selected literature. Texts are studied within the historical and cultural contexts in which they were written. Offered every semester.
ENG 200-5 Introduction to Drama 3 sem. hrs.
TI: Formerly ENG 231. 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. Fulfills Tier I requirement. ENG 102 or HON 103 competency required. Offered every semester.

ENG 200-6 On Food 3 sem. hrs.
DV/TE: Formerly ENG 315-4. This class concerns the alliance between film, food, and fiction. It is a course about the language of food and deals with issues such as the proximity between culinary and verbal signs, visual gastronomy, and the reference function of a meal. Between appetite and the act of eating, food is a form of communication that in itself contains an entire cultural discourse as it is brought to the mouth with fingers, forks, or chopsticks. Fulfills Tier I requirement. ENG 102 or HON 103 competency required. Next offered F-15.

THE SURVEY SERIES
Surveys of the major literary periods as they manifested themselves in the major Western cultures. Includes some interdisciplinary study. Majors must take four courses from this series.

ENG 201 Literature of the British Isles I 3 sem. hrs.
TI: 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. ENG 102 or HON 103 competency required. Offered every fall.

ENG 202 Literature of the British Isles II 3 sem. hrs.
TI: A study of literature of the British Isles from the Romantic period to the present. Emphasis on major literary periods, highlighting significant authors and genres. Attention to multicultural influences, where appropriate. Fulfills Tier I requirement. ENG 102 or HON 103 competency required. Offered every spring semester.

ENG 203 World Literature I 3 sem. hrs.
TI: A study of literary works which provide insight into the social development and artistic achievement of the ancient world, the Middle Ages, and the Renaissance. Fulfills Tier I requirement. ENG 102 or HON 103 competency required. Offered every fall semester.

ENG 204 World Literature II 3 sem. hrs.
TI: A study of representative literary works of the 18th, 19th, and 20th centuries which demonstrate the major social and artistic movements which have influenced Western culture. Fulfills Tier I requirement. ENG 102 or HON 103 competency required. Offered every spring semester.

ENG 205 United States Literature I 3 sem. hrs.
TI: 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. Fulfills Tier I requirement. ENG 102 or HON 103 competency required. Offered every spring semester.

ENG 206 United States Literature II 3 sem. hrs.
TI: 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. ENG 102 or HON 103 competency required. Offered every spring semester.

ENG 207 Literature and Gender Theory 3 sem. hrs.
DV/TE: (See GS 207.) This course serves as the foundation of the Gender Studies minor and addresses questions such as: What is gender/gender theory? How do various theories of gender help us understand literature? How has the development of gender identity in men and women been expressed in texts? Students will be introduced to perspectives on gender from history, psychology, sociology, and literary studies that enrich our reading of texts and that demonstrate how the construction and representation of gender in society has developed. Fulfills Tier I and Diversity requirement. ENG 102 or HON 103 competency required. Offered every spring semester.

ENG 211 Speech 3 sem. hrs.
(See COM 211) Study of the principles of effective speaking with emphasis on speech construction, audience analysis, and organization. Practice in extemporaneous speaking. Required for Communication majors and minors, Corporate Communication majors, and Education majors. Offered every semester.

ENG 220 Introduction to Creative Writing 3 sem. hrs.
Practice in writing fiction, poetry, 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 102 or HON 103 competency required. Offered every fall semester.

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. Replaces ENG 325. ENG 102 or HON 103 competency required. Offered every Spring semester.

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. ENG 102 or HON 103 competency required. Offered every semester.

ENG 299 Introduction to Literary Interpretation and Criticism 3 sem. hrs.
A gateway course required for English majors, this course engages students in close critical reading and analysis of poetry, fiction, non-fiction, and drama, with attention to the ways texts achieve meaning. With an overall attention to nuances of genre, students will attend to a variety of literary devices such as figurative language, imagery, diction, formal structure, characterization, and setting. The course also will ask students to employ in oral presentations and a writing project at least one or two modes of contemporary critical theory. Ideally taken before English majors or literature minors begin their 300-level elective experiences. ENG 102 or HON 103 competency required. Open only to English majors and literature minors or with permission from instructor or division chair. Offered every Spring semester.

ENG 314 The Literary Essay 3 sem. hrs.
H2hrs: The course examines the various ways that writers use the genre of the essay as an instrument of social and political change. The focus of the course will vary semester-by-semester, ranging from the satirical works of Horace and Juvenal to the more contemporary modes of essay writing in the 21st century. Students will demonstrate comprehension of this genre through knowledge of historical perspective, critical analysis, and writing. Fulfills H2 requirement. ENG 102 or HON 101 competency required. Next offered SP-15, SP-16.
THE SPECIAL TOPICS SERIES

English majors must take 2 special topics courses.

ENG 315-1 21st Century Challenges in Contemporary Literature 3 sem. hrs.
HI: 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 and the contemporary reader. Fulfills Heritage I requirement. ENG 102 or HON 103 competency required. Next offered SP 15, SP 17.

ENG 315-3 The Legacies of Custer and Crazy Horse 3 sem. hrs.
HI/DY: Using the lives of George Armstrong Custer and the Lakota warrior Crazy Horse as its starting point, this course examines, through the fiction, poetry, and autobiography of American Indian writers, the origins of and the continuing conflicts between Euro-American and American Indian cultures. The course explores the themes and motifs that have preoccupied American Indian authors since the late 19th century. Fulfills Diversity and Heritage I requirement. ENG 102 or HON 103 competency required. Next offered F 15.

ENG 315-5 The Poetics of Space 3 sem. hrs.
This class acknowledges the tremendous impact of spatial structures on our lives, from very concrete practice to abstract theory. More importantly, it will investigate those spaces that have attracted the imagination and those the imagination has created for itself. This course is built with the intention that space becomes a question and ceases to be self-evident, if, indeed, living means to pass from one space to another. ENG 102 or HON 103 competency required. Next offered SP 15.

ENG 315-6 Solitudes 3 sem. hrs.
H2b: This class explores the theme of solitude in the context of comparative literature. It sets out to discover this unusual place of speaking and space that is marked by departure, difference, distance, and silence. Still solitude produces language, the language of the non-integrated self that becomes monologue and designates the solitary position as one of absence that is presented in selected works by American, Asian, and European writers. Fulfills H2b requirement. ENG 102 or HON 103 competency required Next Offered F 14, F 16.

ENG 315-10 Utopian and Dystopian Literature 3 sem. hrs.
H2b: 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. ENG 102 or HON 103 competency required. Next offered F 14, F 16.

ENG 315-12 Beauty & Desire: Pursuing the Aesthetic 3 sem. hrs.
HI: How does art and literature, including popular music, embody or challenge the aesthetic? Examining art, literature and music from Keats to Picasso, Dylan to the Sex Pistols, together the class will unearth and explore the significance of the aesthetic both historically and as it pertains to our lives in the present. What kinds of beauty (or anti-beauty) do we desire today? Why is this reflected in our cultural productions and what does this say about us? Fulfills Heritage I requirement. ENG 102 or HON 103 competency required. Next offered SP 15, SP 17.

HI: Class discussions and individual projects will question ways in which literary conceptions of nature relate to contemporary attitudes toward nature and ecology. With an interdisciplinary eye toward current ecological discourse including deep ecology, social ecology, femin-
African Americans in their quest for self-determination. Fulfills H2b core requirement. ENG 102 or HON 103 competency required. Offered F-15, F-17.

ENG 330 Adolescent and Young Adult Literature 3 sem. hrs. Stresses the reading of adolescent literature and various interdisciplinary modes and methods of teaching children to respond to literary texts. Required for AYA Language Arts, AYA Social Studies and MCE majors with language arts concentration. Restricted to English, MCE, and AYA Language Arts or Social Studies Majors or by permission of instructor. ENG 102 or HON 103 competency required. Offered every fall semester.

ENG 331 Children's Literature 3 sem. hrs. Stresses the reading of children's literature and various interdisciplinary modes and methods of teaching children to respond to literary texts. Required for ECE, ECIS, and INMO majors. Restricted to English and Education majors or with permission of instructor. ENG 102 or HON 103 competency required. Offered every semester.

ENG 335 Travel Writing 3 sem. hrs. H2b: 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. Fulfills H2b requirement ENG 102 or HON 103 competency required. Next offered SP-15.

ENG 340 Professional Writing II 3 sem. hrs. H3: The second part of 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. The development of professional literacy is aided by the development of weblog and webpages through software products like Dreamweaver and Photoshop. Fulfills H3 requirement ENG 102 or HON 103 competency required. Offered every spring semester.

ENG 342 Introduction to 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 students' generation projects, students may choose to work in any of the following genres: fiction, poetry, autobiography, creative non-fiction, and/or drama. Instructor will meet with students independently as well as in groups for intensive writing workshop sessions focused on discussion of student drafts. Students will actively explore publication and performance opportunities. Students may also explore opportunities for graduate study in creative writing and/or writing as a vocation. The course will require at least one public reading/performance. Prerequisites: ENG 220, ENG 320, or with permission of both Division Chair and instructor. Offered every Spring.

ENG 343 Introduction to Research Methodology 3 sem. hrs. Students will examine the production, organization, and use of print and electronic information in the world today and develop the fundamental skills to recognize the need for information, retrieve it effectively, and analyze it using critical thinking skills. Students will develop an awareness of legal and ethical issues surrounding the use of information and research. They will apply these research skills to their academic, professional, and personal lives and learn techniques to maintain skills once they leave the academic arena. ENG 102 or HON 103 competency required. Next offered F-15.

ENG 385 Literature and Film 3 sem. hrs. H3: This course examines the similarities and differences in how prose narratives (fiction) and film narratives (movies) construct meaning. The course will include extensive discussions of narrative theory, and the application of that theory in the interpretation of fiction and film, in the writing of original narratives, and in the adaptation of those narratives to the screen. ENG 102 or HON 103 competency required. Next offered, F-14, F-16.

**SEMINAR CAPSTONE EXPERIENCE**

A capstone seminar experience that includes an exploration of various critical approaches to literature. English and AYA Language Arts majors must select two from this series.

ENG 401 Seminar in American Authors 3 sem. hrs. An in-depth examination of the major body of work of selected American authors. Subject matter will vary from year to year. ENG 102 or HON 103 competency required. Next offered SP-15.

ENG 402 Seminar in Authors of the British Isles 3 sem. hrs. An in-depth examination of the major body of work of selected authors from England, Ireland Scotland and/or Wales. Subject matter will vary from year to year. ENG 102 or HON 103 competency required. Next offered, F-15.

ENG 403 Seminar in Comparative or Continental Literature 3 sem. hrs. Using representative texts from a number of different countries and/or cultures, this course examines how literature both reflects and shapes the attitudes and values of various populations. ENG 102 or HON 103 competency required. Next offered F-14.

ENG 420 Creative Writing, Publication and Performance 3 sem. hrs. While focusing on larger self-generated projects, students may choose to work in any of the following genres: fiction, poetry, autobiography, creative non-fiction, and/or drama. Instructor will meet with students independently as well as in groups for intensive writing workshop sessions focused on discussion of student drafts. Students will actively explore publication and performance opportunities. Students may also explore opportunities for graduate study in creative writing and/or writing as a vocation. The course will require at least one public reading/performance. Prerequisites: ENG 220, ENG 320, or with permission of both Division Chair and instructor. Offered every Fall.

ENG 440 Advanced Studies in Composition 3 sem. hrs. Through an interdisciplinary approach to writing and rhetoric, students will explore the wide range of conversations that mark our culture. Focusing on ways that rhetoric works within their own disciplines, they will complete projects that will initiate them into writing for their own professions. Recommended for senior students. ENG 102 or HON 103 competency required. Recommended: ENG 323. Offered every Fall.

ENG 480 English Internship 1 - 3 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. Offered every semester.

ENG 490 Independent Study 3 sem. hrs. Directed studies of specific topics in English language, literature or writing. Created with instructor and with permission of the Division Chair and Vice President for Academic Affairs. Offered every semester.

**ENGLISH AS A SECOND LANGUAGE COURSES (ESL)**

ESL 101 Grammar 3 sem. hrs. Study and practice in English grammar, moving toward more complex constructions. The class focuses on grammatical exercises in comprehension and production of spoken and written sentences. Does not fulfill core requirement in English but does count for foreign language credit. By placement test only for international students. Offered every fall semester.

ESL 102 Listening/Speaking 3 sem. hrs. Study and practice in competence and performance of spoken English. The class focuses on listening discrimination, selective listening, accu-
ESL 103 Reading/Writing 3 sem. hrs.
Study and practice in reading and writing strategies. The class focuses on vocabulary building, clause structures, and the linguistic and rhetorical conventions of English texts. Does not fulfill core requirement in English but does count for foreign language credit. By placement test only for international students. Offered every fall semester.

ESL 200 Directed Study in English 1-3 sem. hrs.
Tutorial-based and by arrangement for those students who have completed the ESL sequence but require further assistance with individual language learning needs. Does not fulfill core requirement in English but does count for foreign language credit. By placement test only for international students. Offered every fall semester.

ENVIRONMENTAL SCIENCE COURSES (ES)

ES 101 Environmental Seminar Series I 1 sem. hr.
Part 1 of a sequential series of seminar courses to introduce and reinforce current topics and skills needed in environmental science careers. Offered every spring semester starting in spring 2014.

ES 201 Environmental Seminar Series II 1 sem. hr.
Part 2 of a sequential series of seminar courses to introduce and reinforce current topics and skills needed in environmental science careers. Offered every spring semester starting in spring 2015.

ES 301 Environmental Seminar Series III 1 sem. hr.
Part 3 of a sequential series of seminar courses to introduce and reinforce current topics and skills needed in environmental science careers. Offered every spring semester starting in spring 2016.

ES/BIO 330 Conservation Biology 3 sem. hrs.
Examines the protection and management of the Earth’s diverse species, habitats, and ecosystems. Prerequisite: BIO 101 & 102. Offered spring semester on even-numbered years beginning 2016.

ES/BIO 335 Biogeochemistry 3 sem. hrs.
The examination of the control and function of the Earth’s global biogeochemical cycles. This course reviews the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soils, sediments, rivers, the oceans and atmosphere. Prerequisite: CHEM 101 & 102 and BIO 101 & 102, NS 103 recommended. Offered fall semester on odd-numbered years beginning 2015.

ES 401 Environmental Seminar Series IV 1 sem. hr.
Part 4 of a sequential series of seminar courses to introduce and reinforce current topics and skills needed in environmental science careers. Offered every spring semester starting in spring 2017.

ES 430 GIS/Remote Sensing 3 sem. hrs.
Fundamental concepts of Geographic Information Systems (GIS), elements of GIS, analysis of spatial information, real-world applications, map creation and analysis. Prerequisite: junior standing. Offered spring semester on odd-numbered years beginning 2017.

ES/BIO 435 Limnology (Aquatic Ecology) 4 sem. hrs.
The interdisciplinary study of inland waters including lakes, wetlands, ground water, and streams. Prerequisite: BIO 101 & 102; CHEM 101 & 102. Offered fall semester on even-numbered years beginning 2016.

The principal aim of this course is to develop the analytical tools necessary to understand the ethical issues that arise in the context of public policy decisions regarding environmental protection. Offered every spring semester beginning 2015.

EXERCISE SCIENCE COURSES (EXS)

EXS/PE 474 Exercise Testing & Prescription 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.

EXS/PE 484 Concepts in Exercise Science 3 sem. hrs.
This course introduces principles and methodology involved in the field of exercise science; including programming and participation, assessment, supervision, and leadership for various types of individual and group health and fitness programs. This course will also review basic exercise science principles and provide the student with the knowledge and skills to lead a wide variety of related activities.

EXS/PE 494 Internship 3 sem. hrs.
The internship provides an opportunity for the student to gain practical experience in a field setting conducive to the development/refinement of skills and abilities related to a professional role. Guidance and support is provided by an approved field supervisor in concert with university faculty. Sites are selected based on the student's career expectations.

FRENCH COURSES (FREN)

FREN 101-102 Elementary French 6 sem. hrs.
Essentials of French enabling the student to achieve basic proficiency in the language. Emphasis on structure, vocabulary, and sociolinguistic elements in relation to function. For entrance into 101 students should have a 101 placement or should not have studied French previously. For 102, students must have a 102 placement or have successfully completed 101. FREN 101 offered every fall; FREN 102 offered every semester.

FREN 201-202 Intermediate French 6 sem. hrs.
Thorough review of structure and syntax; study and analysis of graded literary material. Oral practice. These courses can be used to satisfy the foreign language requirement of the core curriculum only by students who have had no more than three years of French at the high school level. Prerequisite: FREN 102 or placement. Sequence offered every fall/spring, unless interest warrants additional offerings.

FREN 301-302 Advanced French 6 sem. hrs.
Study of the more advanced elements of phonology, morphology, syntax, and composition. These courses can be used to satisfy the foreign language requirement of the core curriculum only by students who have had four years or more of French at the high school level. Prerequisite: FREN 302 or placement. Sequence offered every fall/spring, unless interest warrants additional offerings.

FREN 303 Survey of French Literature I 3 sem. hrs.
Introduction to the major currents and leading literary figures in French literature beginning with the feudal epics and ending with the 17th century Moralists. (Conducted in French) Next offered F-14/SP-15.

FREN 304 Survey of French Literature II 3 sem. hrs.
Introduction to the literary movements in French literature from the 18th century philosophical ideas to present-day Existentialism through selected readings. (Conducted in French) Next offered SP-15.

FREN 305 French for Business 3 sem. hrs.
This course is designed for students seeking to acquire a knowledge of French for use in a practical business context. Emphasis is placed on skill-building in business writing, job-seeking and interviewing, partici-
pating in business conversations/transactions, and some central concepts of marketing. Prerequisite: FREN 202 or placement. Next offered TBA.

FREN 307  Readings in French  3 sem. hrs.
(Formerly FREN 207) Readings of short, Francophone literary selections with emphasis on reading strategies and vocabulary development. This course can be used to satisfy the foreign language requirement of the core curriculum only by students who have had four years or more of French at the high school level. Prerequisite: FREN 202 or placement. Next offered V-13.

FREN 308 French Conversation & Composition  3 sem. hrs.
(Formerly FREN 208), Conversational French Practice is speaking and writing in French. Emphasis placed on conversational linguistic patterns and process in written composition. This course can be used to satisfy the foreign language requirement of the core curriculum only by students who have had four years or more of French at the high school level. Next offered SP 15.

FREN 321 French Civilization and Culture  3 sem. hrs.
DV: A study of the cultural history of France from the time of the ancient Gauls up to the present day. All aspects of civilization and culture (history, art, music, literature) will be examined in order to provide insights into the rich heritage and world view of the French people. (Conducted in French)

FREN 413 Advanced French Grammar and Stylistics  3 sem. hrs.
This course, specifically designed for English-speaking students of French, emphasizes advanced structures and the finer points of French grammar and stylistics, comparing French and English expression and idiom. Emphasis is placed on developing proficiency in the written language. Next offering scheduled according to majors/minors' interests.

FREN 491 Studies in French  3 sem. hrs.
Directed readings and discussions of specific literary or linguistic texts or topics. Permission of the Division Chair and Vice President for Academic Affairs is required. Offered every semester.

FREN 499 French Capstone Experience  3 sem. hrs.
The Capstone Experience completes the requirements for the French major. The Capstone Project will demonstrate advanced language proficiency through both a scholarly paper and an oral presentation. This project will be based on the student’s research on French language, literature, civilization, or a selected topic approved by the instructor or the Division. Offered by arrangement to majors or with permission from the Division Chair.

**GENERAL EDUCATION COURSES (GE)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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<tbody>
<tr>
<td>GE 100</td>
<td>First Year Institute</td>
<td>1 cr. hr.</td>
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<tr>
<td>GE 110</td>
<td>Building Collegiate Literacy and Study Skills</td>
<td>3 sem. hrs.</td>
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GE 100 First Year Institute  1 cr. 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 is a required course for Graduation.

GE 110 Building Collegiate Literacy and Study Skills  3 sem. hrs.
Survey that introduces students to selected study, testing, and time management skills necessary for successful completion of both core and elective college classes. Two hours per week of in-class coursework through lecture and group-work activities, with special emphasis placed on preparation for reading-intensive courses. Remaining weekly hour to be fulfilled through required tutoring in reading, math, and/or writing skills. Offered every semester. Formerly ENG 110.

**GERMAN COURSES (GER)**

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<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>GER 101-102</td>
<td>Elementary German</td>
<td>6 sem. hrs.</td>
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<tr>
<td>GER 201-202</td>
<td>Intermediate German</td>
<td>6 sem. hrs.</td>
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<tr>
<td>GER 301-302</td>
<td>Advanced German</td>
<td>6 sem. hrs.</td>
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GER 101-102 Elementary German  6 sem. hrs.
Essentials of German enabling the student to achieve basic proficiency in the language. Emphasis on structure, vocabulary, and sociolinguistic elements in relation to function. For entrance into 101 students should have a 101 placement or should not have studied German previously. For 102, students must have a 102 placement or have successfully completed 101. Sequence offered every fall/spring.

GER 201-202 Intermediate German  6 sem. hrs.
Thorough review of structure and syntax; study and analysis of graded literary material. Oral practice. These courses can be used to satisfy the foreign language requirement of the core curriculum only by students who have had no more than three years of German at the high school level. Prerequisite: GER 102 or placement. Offered when sufficient enrollment exists.

GER 301-302 Advanced German  6 sem. hrs.
Study of the more advanced elements of phonology, morphology, syntax, and regional variations of the German language. These courses can be used to satisfy the foreign language requirement of the core curriculum only by students who have had four years of German at the high school level. Prerequisite: GER 202 or placement. Offered when sufficient enrollment exists.

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. Offered every semester. Students must be Blouin Global Scholars to enroll.

GL 350 Rome Experience  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 of 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.
GOVERNMENT AND FOREIGN AFFAIRS COURSES (GFA)

GFA 103 American Government 3 sem. hrs.
DV/TF: Foundations of American government; the Constitution, political parties, federal system, legislative, executive and judicial branches, including the election process, interest groups and the media. Offered every fall and spring semester.

GFA 205 State and Local Government 3 sem. hrs.
Analysis of the relationship of state and local governments to the federal government. Responsibilities and roles provided by these governments, the growth of state and local government in the modern age. Next offered SP-16, SP-18.

GFA 207 Campaigns and Elections 3 sem. hrs.
DV: An in-depth look at our electoral system and the methods used by trained political operatives to elect candidates. Examines candidate selection, campaign strategy, planning and fundraising. Includes discussion of fieldwork, media operations, political polling, the role of interest groups and ethical implications of the current electoral system. Next offered F-14, F-16.

GFA 209 World Regional Geography 3 sem. hrs.
DV/TF: This course introduces students to the major regions of the world. Special emphasis is given to the political, economic, and environmental conditions of the regions as well as the social, cultural and demographic characteristics that are in part a product of those conditions. Some themes running throughout the course include globalization, environmental change, and diversity. Offered every fall and spring semester.

GFA 213 Comparative Politics 3 sem. hrs.
DV/H2b: Introduction to the comparative study of politics, policy, and economics of selected regions, with attention given to political structure, function, parties, and political culture. Next offered SP-15, SP-16.

GFA 214 Introduction to Research 3 sem. hrs.
This course introduces students to the nature of political inquiry including basic theories, methods, and approaches used in government and foreign affairs. To be taken the first semester of the sophomore year. This is a prerequisite for GFA 215. Offered every fall semester.

GFA 215 Scope and Methods in Political Science 3 sem. hrs.
Classroom and lab introduction to methodology of quantitative political research from hypothesis formation, operationalization and measurement, data collection and coding to analysis and interpretation, with attention to theory of scientific inquiry and approaches to political research. Offered every spring semester.

GFA 241 Urban Politics 3 sem. hrs.
HI: Analyzes the power relationships that exist within the urban environment. After discussion of the historical, social and political development of the city with the United States, the course makes use of an extensive simulation of a city council concerning multiple issues faced by a mid-sized, midwestern city. Students will gain first-hand knowledge of urban politics through role-playing and political interaction. Next offered F-15, F-17.

GFA 245 Law and the Legal System 3 sem. hrs.
This course is an introduction to the politics of law. We will examine what roles the legal bar and the judiciary play in the U.S. political system. Topics to be discussed include the structure of the judicial branch of government at the state and federal levels, the legal education, the legal community, civil and criminal litigation, and the policymaking role of appellate courts. The course is designed as an introductory survey course and as preparation for the 400-level law and politics courses. This course can serve as a capstone course for GFA majors. Next offered SP-15, SP-17.

GFA 301 World Politics (formerly International Politics) 3 sem. hrs.
DV/HE: Study of basic aspects of international politics, evolution of the modern state system, national power, and the role of international organizations. International conflict and its management by political and legal means, as well as contemporary international issues, are studied. Offered fall semester.

GFA 303 American Political Thought 3 sem. hrs.
H2b: 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 American writings such as Common Sense, the Federalist Papers, the Articles of Confederation, the Declaration of Independence, the Constitution and the Bill of Rights. Next offered F-15, SP-17.

GFA 305 Western Europe and the European Union (formerly The Government and Politics of Europe) 3 sem. hrs.
H2b: This course is designed to familiarize students with the societies, political institutions and public policies of post-WWII Western Europe. Primary emphasis will be the "big four" (Britain, Germany, France and Italy), but may also include a look at smaller countries. Attention will be given to the integration phenomenon and the role of the European Union. Focus will be placed on comprehension of the historical uniqueness of this development that has resulted in the EU and now provides a potential model for economic and social policy within regional and global integration frameworks. Next offered F-14, F-16.

GFA 323 Public Policy 3 sem. hrs.
DV/HE: In-depth analysis of selected domestic policy issues handled by the American national government: social security, tax reform, military spending, federal education programs, agricultural policy, environmental policy, energy proposals, and transportation programs. Problematic settings, goals and alternative solutions are examined. Next offered SP-15, SP-17.

GFA 355 American Foreign Policy 3 sem. hrs.
HI: Organization, control and functioning of the foreign policy of the United States; the impact of internal and external forces on the formulation and implementation of foreign policy; analysis of problems confronting the United States in foreign affairs. Next offered F-14, F-16.

GFA 381 The Legislative Process 3 sem. hrs.
Structure and behavior of American national and state legislative systems; recruitment, election and behavior of legislators; the impact of constituencies, parties, interest groups, and other factors on the legislative policy-making process; theories of representation; and legislative reform.

GFA 383 The American Presidency 3 sem. hrs.
Institutions, personalities, and political processes centered in the Presidency, implications of the shifting balance of powers between the Presidency and the other federal branches, analysis of media and public expectations in the light of effective leadership and public accountability. Next offered F-14, F-16.

GFA 401 Poverty & Prosperity in the Developing World (formerly Development (Capstone)) 3 sem. hrs.
HI: 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 SP-15, SP-17.

GFA 403 Constitutional Law (formerly Supreme Court and the Constitution) 3 sem. hrs.
H2b: An examination of the Supreme Court as an institution, with special emphasis on landmark cases in the areas of judicial review,
equal protection and criminal law. The course makes use of the "case method" for understanding the role of the Supreme Court in the American political system as well as some of the controversies surrounding the Court's power to declare laws unconstitutional. This course can serve as a capstone course for GFA majors. Next offered F-16, F-18.

GFA 405 Civil Rights and Liberties  3 sem. hrs.
DV/H3: A survey of the important cases in the basic freedoms guaranteed by the First Amendment to the Constitution. The course makes use of the "case method" for understanding the development of law in the areas of freedom of speech, press and religion, obscenity and censorship. This course can serve as a capstone course for GFA majors. Next offered SP-16, SP-18.

GFA 409 International Political Economy  3 sem. hrs.
H: This course will analyze the political and economic implications of international economic relations and the theories underpinning topics such as trade, aid, foreign investment, monetary relations, and technology transfers. Theoretical orientations include liberal economic theory, dependency and world systems theory. Next offered F-15, F-17.

GFA 411 Public Administration  3 sem. hrs.
Using a case-based approach, Public Administration attempts to discover what we can expect of our varied government servants and the complex organizations within which they work. The course will examine organizational theory, intergovernmental relations, personnel systems, employee motivation, as well as public-choice economics, budgets, and administrative reforms. The primary goal of the course is to provide each student with real-world skills that are essential for success in the field of public administration. Next offered F-15, F-17.

GFA 415 International Law  3 sem. hrs.
H: 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. Next offered SP-16, SP-18.

GFA 421-423 Special Topics  1-4 sem. hrs.
Intensive examination of selected, single topics in government and politics. Offered every semester.

GFA 425-427 Readings and Individual Investigation  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.

HISTORY COURSES (HIST)

HIST 101 World Civilization to 1500  3 sem. hrs.
DV/TE: Survey of the origins of global civilizations through ancient and medieval times until the beginnings of the modern age. Offered every fall semester.

HIST 102 World Civilization 1500 to Present  3 sem. hrs.
DV/TE: Survey of the political, economic, religious, social and intellectual forces which have shaped early modern and modern people. Offered every spring semester.

HIST 103 History of the United States to 1877  3 sem. hrs.
DV/TE: Survey of colonial and middle periods in the development of the United States of America to 1860. Offered every fall semester.

HIST 104 History of the United States Since 1877  3 sem. hrs.
DV/TE: Survey of the political, economic, religious, social, and intellectual history of the United States of America from 1860 to the present. Offered every spring semester.

HIST 204 Diplomatic History of the United States Since 1877  3 sem. hrs.
H2b: Survey of the origins, development, and leading ideas of American foreign policy from 1877 to the present. Next offered F-15.

HIST 205 American Colonial History  3 sem. hrs.
Study of the growth of political and economic institutions, social forms and ideals, cultural patterns, and diplomatic policies from 1607-1815. Next offered TBA.

HIST 208 The French Revolution and Napoleon  3 sem. hrs.
H2b: The causes, course and interpretations of the French Revolution and Napoleonic Wars, and the creation of "modernity" in France and England, including the modern Western political ideologies of liberalism, conservatism, and socialism. Next offered TBA.

HIST 225 African-American History  3 sem. hrs.
DV: 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 each Fall.

HIST 227 Women in United States History  3 sem. hrs.
DV: An overview of the social lives and political consciousness of American women from the Colonial period to the present. Includes genre, race, and class. Offered each Fall.

HIST 308 History of the Ancient World  3 sem. hrs.
H2b: Religious, economic, philosophical, and political features of the ancient world from earliest times to the fall of Rome. Next offered S-16.

HIST 309 History of Medieval Europe  3 sem. hrs.
H2b: Emergence and development of western European civilization out of Christian, Greco-Roman, and Germanic institutions and ideas. Next offered TBA.

HIST 310 History of Early Modern Europe  3 sem. hrs.
H2b: A survey of European history from the Renaissance to the French Revolution, emphasizing the transformation from "medieval" to "modern" in European political, social, religious, cultural and intellectual life. Next offered F-14.

HIST 311 History of Modern Europe  3 sem. hrs.
Systematic analysis of the origin and development of main trends, factors, and problems in the history of modern Europe: liberalism, conservatism, nationalism, Industrial Revolution, imperial rivalries, emerging nationalism, rise of communism, era of world wars, and problems of the contemporary world. Next offered F-15.

HIST 313 The Rise and Fall of Nazi Germany  3 sem. hrs.
H1: A study of the origins, course, and collapse of the Third Reich including the politics of genocide. Next offered SP-15.

HIST 318 The Industrial Revolution in the World  3 sem. hrs.
Examines the Industrial Revolution from a global perspective with special emphasis on the social, environmental and public health impact of industrialization. The course covers the effects of the Industrial Revolution from its eighteenth-century origins to the modern day. Next offered TBA.

HIST 320 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 economic history of the state. Offered every Spring.

HIST 323 Making Modern England  3 sem. hrs.
H2b: Topics and themes in the making of modern England, from 1500-1800, including the development of Parliament, the monarchy,
HIST 325 Civil War & Reconstruction  3 sem. hrs.
Examines the causes, course, and consequences of the U.S. Civil War from a political, military, social, economic, and cultural perspective. Next offered TBA.

HIST 328 Gilded and Progressive Age America  3 sem. hrs.
Examines American history from the Civil War into the 20th century, including issues of industrialization and labor, the creation of an urban society, and changing views of society. Next offered TBA.

HIST 334 Constitutional History of the United States  3 sem. hrs.
H2: Elements active in colonial times, making the Constitution, amendments, and interpretations. Changing attitudes, new conditions of life, fresh ideas. Next offered TBA.

HIST 335 The United States in the Twentieth Century  3 sem. hrs.
H: Study of the political, social, and economic development of the United States since 1898 and America’s rise to world power. Next offered TBA.

HIST 336 Modern Latin America  3 sem. hrs.
DV: Introduction to the peoples of Latin America, emphasizing their break with Europe and efforts to achieve independent life. Next offered SP-16.

HIST 337 The Modern Middle East  3 sem. hrs.
DV: Historical introduction to the problems of the Middle East, emphasizing importance of these areas for an understanding of the modern world’s problems. Next offered SP-17.

HIST 338 History of Africa  3 sem. hrs.
DV: Examines modern African history from European colonization through post-colonization and independence. This course focuses particularly on African politics, the impact of ethnic violence, and economics. Next offered: F-16.

HIST 350 American Catholic History  3 sem. hrs.
H2b: This course surveys the history of Catholics in America from the first Spanish and French missions, through the migrations of Catholics from diverse backgrounds, the coming-of-age of the American Catholic community, to the participation in and response to The Second Vatican Council by American Catholics. Next offered: SP-16.

HIST 400 Senior Seminar: Methodology and Research  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: HUM 201 and senior status. Offered every fall semester.

HIST 410 Aspects of East Asian Civilization  3 sem. hrs.
DV: Study of the philosophical, religious, artistic, and literary heritage of China and Japan, emphasizing the importance of these civilizations for an understanding of the modern world’s problems. Next offered SP-15.

HIST 413 European Intellectual History  3 sem. hrs.
H2b: Study of the main ideas which have shaped the mind of the modern person and an analysis of the relation of these ideas to the process of historical development. Next offered TBA.

HIST 425 Readings in History  3 sem. hrs.
Special topics and readings in history. Offered by arrangement with permission of Division Chair and the Dean.

HIST 435 The Papacy  3 sem. hrs.
H2b: This course is a seminar in the history of the Papacy. Topics may include the development of papal institutions, church-state relations, contributions to development of Catholic doctrine, the Papacy as an agent of historical change, the Papacy and ecumenism, and Church reactions to and engagement with modernity. Next offered TBA.

HONORS COURSES (HON)

HON 103H Honors Interdisciplinary Research and Writing  3 sem. hrs.
Geared to the special academic and interdisciplinary requirements of the Honors Program, this course provides an introduction to interdisciplinary research and writing and to the programs emphasis on the theme of "Creativity: Bridging Imagination and Analysis." Students learn the principles of scholarly writing and close-textual analysis, including the ability to summarize, paraphrase, annotate, document, and critically interpret primary and secondary sources. Required of all students in the Honors Program this course fulfills the ENG 102 general education requirement and is a prerequisite for all subsequent English courses. Offered every fall and spring semester.

HON 104H The History of Christianity
TI: This course explores the individuals, institutions, beliefs, and doctrines that have shaped Christianity from its origins to the present. The historical, social and economic context of Christianity is emphasized. Required of all students in the Honors Program and fulfills the Tier 1 Theology requirement. Offered every fall semester.

HON 105H The History of Science
TI: This course surveys the history of the human endeavor to understand the natural world around us. It focuses on scientific ideas and thought as well as the social and economic contexts that have shaped science over time. Required of all students in the Honors Program and fulfills the Tier 1 History requirement. Offered every fall semester.

HON 203H Honors World Literature I  3 sem. hrs.
TI: An analysis of significant texts in World Literature to 1500. Works are chosen that enhance understanding of major historical periods and cultures. Fulfills the Tier 1 English literature core requirement. Research paper required. Only for students enrolled in the Honors Program. Offered every fall semester.

HON 204H Honors World Literature II  3 sem. hrs.
DV: An analysis of significant texts in World Literature from 1500 to the present. Works are chosen that enhance understanding of major historical periods and cultures, and are generally linked to an overall critical focus such as literary ecology. Fulfills Heritage 1 core requirement. Research paper required. Only for students enrolled in the Honors Program. Offered every spring semester.

HON 205 Great Ideas of Humanity
H: This course is an exploration of some of the great ideas that have been instrumental in shaping human history as well as captivating the human imagination. These notions will be examined contextually and their contemporary currency will be addressed. The primary means of exploration will focus upon the moral implications of these topics within the Judeo-Christian tradition. Required of all students in the Honors Program and fulfills the Heritage 1 requirement of the core curriculum. Only for students enrolled in Honors Program. Offered every spring semester.

HON 300H Honors Seminar  3 sem. hrs.
H2: An interdisciplinary course organized around a significant theme which will change from year to year, as will the departments and faculty involved. Team-taught from two disciplines, can fulfill core requirement in either discipline. Fulfills Heritage 2B requirement. Only for students enrolled in the Honors Programs. Offered every fall semester.
HON 301H Honors Seminar 3 sem. hrs.
H: Like 300H, an interdisciplinary course organized around a significant theme which will change from year to year, as will the departments and faculty involved. Team-taught from two disciplines, can fulfill core requirement in either discipline. Fulfills Heritage 3 requirement. Only for students enrolled in the Honors Programs. Offered every spring semester.

Junior Honors Project 3 sem. hrs.
Project in conjunction with a 300-400 Level course of students' choice in his/her major area of study. It is strongly suggested that students complete this in the fall semester of their junior year.

HON 400H Senior Honors Thesis 3-6 sem. hrs.
An independent research project which allows students enrolled in the Honors Program to investigate issues of original significance in their majors. Modeled on the types of research conducted in graduate schools. Required for completion of the Honors Programs. Apply to the Director of the Honors Program. Offered every semester.

HUMANITIES COURSES (HUM)

HUM 200 Experiential Learning Assessment 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 Foundations of Interdisciplinary Study 3 sem. hrs.
DV: 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 225 The Art and Culture of Rome 3 sem. hrs.
TI: Surveys the art and culture of Rome from ancient to contemporary periods. The course examines many aspects of artistic and cultural expression, but focuses especially on visual arts, architecture and music. This course is taught in Rome as part of the Walsh Rome Experience. Students must be accepted into the Rome program before registering for this course.

HUM 325 Rome: Stories and Traditions 3 sem. hrs.
H2b: The course examines the place of Rome in western history, literature and legend through an interdisciplinary approach. The course surveys Rome’s place as the center of Western imagination by reading the words and following in the footsteps of travelers, pilgrims and conquerors of Rome from ancient to modern times. This course is taught in Rome as part of the Walsh Rome Experience. Students must be accepted into the Rome program before registering for this course.

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. Next offering TBA.

INTERVENTION SPECIALIST COURSES (ISE)

ISE 243 Positive Learning Environments 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. Prerequisites: EDUC 107 EDUC 206, EDUC 264 and Sophomore standing. Offered every semester.

ISE 244 Issues and Needs: Special Education 3 sem. hrs.
Introduction to differential characteristics of students with moderate/intensive needs, including sensory, cognitive, motoric, health and medical, social-emotional, developmental, or multiple disabilities. Includes specific diagnoses such as traumatic brain injury, autism, dual diagnoses, seizure disorders, mental retardation, significant learning or behavioral family and social implications, ethical, legal, and medical issues. Assessment and intervention issues/trends are examined for educational, vocational, and community service delivery systems. Introduction to adaptive equipment, positioning/handling strategies, augmentative/assistive technology, collaboration with support service providers, and comprehensive service planning. Societal perceptions and issues, such as learned helplessness, social isolation, maladaptive behavior are examined. Prerequisites: EDUC 107, EDUC 206, EDUC 264 and Sophomore standing. Offered every semester.

ISE 245 Families, Schools, and Communities 3 sem. hrs.
This course examines the dynamics and relationships of the 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. Prerequisites: EDUC 107 EDUC 206, EDUC 264 and Sophomore standing. Offered every semester.

ADMISSION TO THE TEACHER PREPARATION PROGRAM REQUIRED PRIOR TO ENROLLMENT IN 300-/400-LEVEL EDUCATION COURSES.

ISE 340 Augmentative/Assistive 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 Assessment and Planning: Early Childhood  3 sem. hrs.
This course examines general and specific components of assessment and planning for young students with exceptionalities and their families. Assessment issues related to typical and atypical development, identification of exceptionalities and at-risk characteristics, interpretation of information, development and planning of individualized intervention programs and family service plans, program evaluation, and student monitoring will be included. Formal and informal assessments, including standardized testing, observation, family-centered, curriculum-based, play-based, and ecological inventories will be examined. The course includes hands-on experiences in assessment strategies, program planning based on assessment data, and communication strategies in reporting and interpreting information to family and professional team members. Field experience required. Offered every fall and spring semesters.

ISE 342 Assessment and Planning: Intervention Specialist  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. Prerequisites: ISE 244. Offered every fall semester.

ISE 343 Curriculum/Adaptive Strategies  3 sem. hrs.
Study of curriculum development and instructional practices used in the education of students with mild/moderate disabilities with emphasis on instructional strategies for students with various learning needs. Course will stress sequentially planned programs leading to academic success and functional life skills across learning environments. Instruction for development of varied skill levels and needs will be addressed: basic academic skills, adaptations to various learning needs, and community based instruction for daily life skills. Specific practice in task analysis, planning, and implementing instruction will be provided through practicum experience using case study analysis. Field experience required. Prerequisites: ISE 244. Offered every spring semester.

ISE 344 Curriculum and Intervention Strategies: Moderate/Intensive Intervention  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, motor, 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. Prerequisites: ISE 244. Offered every spring semester.

ISE 345 Transitions: Planning and 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. Prerequisites: ISE 244. Offered every fall semester.

ISE 346 Functional Life Skills for Students with Special Needs  3 sem. hrs.
Practicum-based course focuses on development of materials, accommodations, instructional strategies, and individualized intervention plans for teaching functional academics, social-communication skills, and independent community-based life skills for the K-12 range of students with moderate-intensive disabilities. Candidates apply current best practice assessment and intervention approaches, including team-based, systematic planning and program implementation, assistive technologies, sensory aids, functional behavioral assessments, ecological inventories, and a range of positive behavior supports in extensive practicum experiences. Candidates develop and implement data-based intervention plans in school and community-based settings. Field experience required. Prerequisites: ISE 244. Offered every spring semester.

ISE 347 Sensory/Motor/Health Intervention  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. Prerequisites: ISE 244. Offered every semester.

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 structured field experience component to the course where candidates will apply course content in instructional settings. Field experience required. Prerequisites: ISE 244. Offered every fall semester.

ISE 349 Math and Science Methods for Students w/Special Needs  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. Prerequisites: ISE 244. Offered every spring semester.

ISE 441 Intervention Specialist Education Professionalism in Practice: Pre-Student Teaching  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.
ITALIAN COURSES (ITAL)

ITAL 101-102 Elementary Italian 6 sem. hrs.
Essentials of Italian enabling a student to achieve basic proficiency in the language. Emphasis on structure, vocabulary, and sociolinguistic elements in relation to function. For entrance into 101 students should have a 101 placement or be starting the language. For 102, students must have a 102 placement or have successfully completed 101. Offered every semester.

ITAL 201-202 Intermediate Italian 6 sem. hrs.
A thorough review of the language with emphasis on structure and syntax, special attention to oral proficiency skills. For entrance into 201, students should have a 201 placement or successfully completed 102. For entrance into 202, students should have a 201 placement or successfully completed 201. Offered when sufficient enrollment exists.

JEWISH STUDIES COURSES (JS)

JS 103 A Jewish Reading of the Bible 3 sem. hrs.
H2b: This course studies selected Old Testament texts from a Jewish point of view. By gaining an awareness of Jewish traditions of biblical interpretation, exemplified by Midrash (Religious Literature) and Talmud (Bible Commentary), students will deepen their appreciation for Catholic biblical hermeneutics. Prerequisite, THEO 106.

JS 211 Early Judaism: Foundations of Christianity 3 sem. hrs.
DV/H3: This course studies the beliefs, observances, practices, rituals, and texts of Judaism during its formative period to 135 AD. In addition to exploring the Jewish roots of Christianity, students will discover the continuity between early Judaism and contemporary Jewish life by visiting a synagogue. Offered every other academic year. Cross-listed with THEO 210. Prerequisite, THEO 106.

JS 290 Hate Groups and Violence 3 sem. hrs.
DV/H1: This course explores the background, culture, and beliefs of individuals and movements that advocate hate. Students will study the psychological, philosophical, and religious origins of hate. They will also critically apply these interdisciplinary perspectives to anti-Semitism, pogroms, the Holocaust, KKK, racism, and neo-fascism. This course includes a field trip to the U.S. Holocaust Museum in Washington, D.C., the costs for which are underwritten by the Ed and Ruth Wilkof Foundation. Offered every other year. Cross-listed with THEO 289. Prerequisite: THEO 106.

JS 315 Repairing a Broken World: Jewish Values That Heal
H3: This course investigates the social justice values of the biblical prophets, the Jewish mystical concept of Tikvah Olam (Repairing the World), and movements such as Zionism and Reform Judaism as responses to the brokenness of the world and as rationales for religiously motivated action. Students will deepen their understanding of theological anthropology. They will also apply these values to today’s world and identify their own rationale for repairing the world. Offered every other year. Cross-listed with THEO 320. Prerequisite: THEO 106.

JS 317 Rome and Jerusalem: A Clash of Cultures
H2a: This course explores the history, architecture, conflict and development of Roman and Jewish culture and religion during the first centuries BC and AD as a backdrop to the faith of Jesus. In addition to developing competency in critical thinking and dialogue, students will compare the two great civilizations and consider parallels between them and our contemporary culture. Offered every other year. Cross-listed with THEO 317. Prerequisite, THEO 106.

LATIN COURSES (LAT)

LAT 100 Ecclesiastical Latin for Rome Experience 3 sem. hrs.
Introductory study of Latin language through the lens of ecclesiastical (medieval) Latin. The course will concentrate on basic Latin grammar with an emphasis on liturgical vocabulary and medieval Latin syntax. Replaces Latin 101 for students with Rome experience.

LAT 101-102 Elementary Latin 6 sem. hrs.
Basic structure and vocabulary of the language enabling students to comprehend elementary Latin prose. Attention to English vocabulary building through Latin derivational study. These courses can be used to satisfy the foreign language requirement of the core curriculum only by students who have never studied Latin or who have had no more than two years of the language at the high school level or three semester hours at the college level.

LAT 201-202 Intermediate Latin 6 sem. hrs.
Review of basic structure and syntax; study of advanced grammatical structures; readings in Latin stories and poetry; emphasis on Latin vocabulary development with attention to English vocabulary building through derivational study. These courses can be used to satisfy the foreign language requirement of the core curriculum only by students who have had three years or more of Latin at the high school level. Prerequisite: LAT 102 or placement. Next offering TBA.

LAT 301-302 Advanced Latin 6 sem. hrs.
Readings from selected Roman prose writers and poets; study of advanced syntax and Latin prose composition; continued emphasis on vocabulary development. Next offering TBA.

LAT 491 Studies in Latin 3 sem. hrs.
Directed readings and discussions of specific literary or linguistic texts or topics. Permission of the Division Chair and Vice President for Academic Affairs is required. Next offering TBA.

LEADERSHIP AND SOCIAL JUSTICE COURSES (LSJ)

Restricted to Blouin Leaders participants in the Br. Francis Blouin Leadership and Social Justice Learning Community.

LSJ 200 Leadership and Social Justice 1 sem. hr.
This 10-week course follows team building with further exposure to the learning community concept and preparing for the service work to come. This includes linkage with community leaders who are service role models. Focus is on developing each student’s capacity to serve and work collaboratively, improve leadership skills and understand the connection between social justice and social change. Prerequisite: Blouin Leader. Offered F-14.

LSJ 250 Diversity and Social Justice 3 sem. hrs.
H1/SL: This course examines the challenges present in stopping 21st century societal inequality. Students study the historical and theoretical foundations of diversity, oppression and social justice. Topics include the role of race and racism in US immigration policy and immigrant experiences; influences of globalization; religious oppression; sexual orientation and gender identity oppression; how group membership based on age, disability and school class intersects with oppression. The adaptive capabilities and strengths of marginalized groups and how such capabilities and strengths can be used to support social justice are presented. Prerequisites: Blouin Leader and LSJ 200. Offered SP-15.

LSJ 300 Social Change I: Social Movements 3 sem. hrs.
DV/H2b/SL: This course is the first in a two-course series on social change. Historical and contemporary social movements are used to illustrate and critically evaluate a range of sociological theories on collective behavior and social movements. Students study the development, maintenance and consequences of social movements. Examples of social movements used in the course include: The Coal Miners Movement, Stonewall, Farmworkers Movement and the Coalition of Immokalee Workers. Prerequisites: Blouin Leader, LSJ 200 and LSJ 250. Offered F-15.

LSJ 350 Social Change II: Mobilizing Action Plans 3 sem. hrs.
H3/SL: This course is the second in the two-course series on social change. Students develop an action plan designed to effect social change in the community. The course is divided into three sections. Students identify community strengths and weaknesses, services pro-
vived and student skills/interests. Through their work with community members at the service sites, students identify a need-gap. Using the theoretical models learned in LSJ 100, students develop a social change plan that identifies goals, interested parties and the mobilization of resources necessary to achieve social change. Prerequisites: Bionin Leader, LSJ 200, LSJ 250, and LSJ 300. Offered SP-16.

MATH 130  Mathematics and the Environment  3 sem. hrs.
Introduction to complex numbers and their geometry; functions of one complex variable and their differentiation and the fundamental theorem of algebra. Prerequisite: MATH 207: with a grade of "C" or better.

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MATH 307  Calculus III  4 sem. hrs.
Vectors, analytic geometry of three-dimensional space, partial derivatives, multiple integrals, theorems of Green and Stokes. Prerequisite MATH 208 with a grade of C or better. Offered every fall semester.

MATH 299/399  Special Topics  3 sem. hrs.
To fill special student needs or take advantage of a visiting professor or serve as an experimental offering of a contemplated regular course. May be repeated as new topics are presented. With permission of department chair.

MATH 313-314  Linear Algebra I & II  3 sem. hrs. ea.
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. Prerequisite for MATH 313: MATH 207 and MATH 230 or permission of the instructor; Prerequisite for MATH 314: grade of C or better in MATH 313. MATH 313 is required for the Mathematics major and strongly recommended for the Computer Science major. MATH 313 offered every fall; MATH 314 offered odd-numbered springs.

MATH 321-322  Probability and Statistical Inference I & II  3 sem. hrs. ea.
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 321-322  Probability and Statistical Inference I & II  3 sem. hrs. ea.
Introduction to classical statistics, hypothesis testing, confidence intervals and non-parametric statistics. Prerequisites for 322: MATH 321. 321: with a grade of "C" or better. Offered even-numbered fall semesters.

MATH 340  Theory of Interest  3 sem. hrs.
Study of axiomatic and transformational geometries selected from finite geometry, Euclidean geometry, projective geometry, non-Euclidean geometries, fractal geometry, and topology. Prerequisite: MATH 313 with a grade of "C" or better. Offered odd-numbered semesters.

MATH 402  Introduction to Modern Geometry  3 sem. hrs.
Logic and proofs applied to continuous domains. Sets, functions and coordinatality. Natural numbers and induction; ordered fields and the completeness axiom and compact sets. Sequences: convergence, limit theorems, monotone and Cauchy sequences, subsequences. Prerequisites: MATH 230 and MATH 307 with a grade of "C" or better. Offered odd-numbered semesters.

MATH 405  Introduction to Modern Analysis I  3 sem. hrs.
Continuation of MATH 415. Groups, rings, ideals, fields, integral domains, polynomials, vector spaces. Prerequisite: MATH 421 with a grade of "C" or better. Offered times depend on demand.

MATH 421  Introduction to Modern Algebra I  3 sem. hrs.
Theoretical, axiomatic approach to algebraic structures. Mappings, equivalence relations, groups, homomorphisms, rings, ideals. Prerequisite: MATH 313 and 307 with a grade of "C" or better. Offered even-numbered falls.

MATH 422  Introduction to Modern Algebra II  3 sem. hrs.
Continuation of MATH 421. Groups, rings, ideals, fields, integral domains, polynomials, vector spaces. Prerequisite: MATH 421 with a grade of "C" or better. Offered times depend on demand.

MATH 431  Applied Regression and Time Series Analysis  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  Seminar  1 sem. hr.
Reading of mathematical papers or monographs and presentations of subjects at baccalaureate level. Disseminating and writing of level appropriate proofs. Offered every semester. Must be taken three times to satisfy the major requirements.

MATH 490  Independent Study/Research  3 sem. hrs.
With permission of the Division Chair and Vice President for Academic Affairs. By arrangement.

MIDDLE CHILDHOOD EDUCATION COURSES (MCE)

MCE 222  Middle Childhood: Best Practices and Classroom Management  3 sem. hrs.
Classroom management and organization in the adolescence to young adult 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.

MCE 223  Middle Childhood Professionalism in Practice: Language Arts Pre-Student Teaching  1.5 sem. hrs.
Writing process models, whole language and multimedia approaches for teaching composition and literature for those seeking licensure at the middle level. Various instructional strategies, assessment alternatives, classroom management, and provisions for dealing with individual differences among students when using these approaches is emphasized. Attention to NCTE standards and Common Core Standards for English Language Arts. Field experience included. All coursework must be successfully completed in order for student teaching to occur the following semester. Course to be taken semester prior to student teaching. Offered fall and spring semesters.

MCE 244  Middle Childhood Professionalism in Practice: Mathematics Pre-Student Teaching  1.5 sem. hrs.
Course designed for those seeking licensure at the middle level. Focus on methods of instruction appropriate to and issues associated with teaching mathematics. Incudes an examination of appropriate uses of
technology and of how NCTM standards and Common Core State Standards for Mathematics have impacted the curriculum, day-to-day activities, and assessment approaches. Field experience included. All coursework must be successfully completed in order for student teaching to occur the following semester. Course to be taken semester prior to student teaching. Offered fall and spring semesters.

MCE 425 Middle Childhood Professionalism in Practice: Science Pre-Student Teaching 1.5 sem. hrs.
Interdisciplinary understanding of science, professional, legal, safety and ethical obligations of teaching science, and problem-solving approaches for those seeking licensure at the middle level. Course includes focus on NSTA standards and Ohio New Learning Standards for K-12 Science, and various instructional strategies, assessment alternatives, and management techniques appropriate to adolescents learning science, providing for individual differences. Field experience included. All coursework must be successfully completed in order for student teaching to occur the following semester. Course to be taken semester prior to student teaching. Offered fall and spring semesters.

MCE 426 Middle Childhood Professionalism in Practice: Social Studies Pre-Student Teaching 1.5 sem. hrs.
Course provides an integrative understanding of the social studies disciplines and the impact of NCSS standards and Ohio New Learning Standards for K-12 Social Studies for those seeking licensure at the middle level. Various instructional strategies and assessment alternatives appropriate for learning social studies with developmentally and culturally responsive curricula are emphasized. Field experience included. All coursework must be successfully completed in order for student teaching to occur the following semester. Course to be taken semester prior to student teaching. Offered fall and spring semesters.

MUSEUM STUDIES COURSES (MS)

MS 101 Introduction to Museum Studies
The course provides an introduction into the history, organization, and public mission of museums. Examines the major components of the museum from administration, finance, education, marketing and collections management. Offered every Fall semester

MS 201 Public History Practicum 3 sem. hrs.
Involves students in a hands-on experience working within the Hoover Historical Center at Walsh University in a variety of capacities, including display organization, giving tours, operations assistance, public relations, and cataloging tasks. Must be in good academic standing and have permission of Chair, Division of Humanities to enroll. Offered every semester.

MS 225 Introduction to Archives and Records Management 3 sem. hrs.
Introduction to the theory and practice of preserving, maintaining, and cataloging of manuscript archives. Students will receive both classroom and hands-on instruction.

MS 301 Professional Internship I 3 sem. hrs.
Places student as an intern at a local museum, historical society, or library. Placement is coordinated between the student, the hosting institution and the Division of Humanities. Must be in good academic standing and have permission of Chair, Division of Humanities to enroll. Offered every semester. Prerequisites: MS 101 and junior standing

MS 302 Professional Internship II 3 sem. hrs.
Continues internship from MS 301. Must be in good academic standing and have permission of Chair, Division of Humanities to enroll. Offered every semester. Prerequisites: junior standing

MS 320 The Museums of Rome 3 sem. hrs.
The course studies museology through an examination of the many different museums in the city of Rome. Students will study the history of Rome’s museums, including the Capitoline and Vatican Museums, as well as look at organization and physical settings of museums. Students will have an opportunity to go "behind the scenes" of several of Rome’s museums. Course is taught in conjunction with the Walsh Rome Experience

MS 325 Exhibition Design 3 sem. hrs.
Focuses on the methods and techniques of planning, developing and designing exhibitions, includes a presentation of design principles and technical aspects of designing an exhibition

MS 330 Museum Education 3 sem. hrs.
This course examines the role of museums and broader audiences through educational and outreach programs. Techniques in object based teaching, art pedagogy, docent and volunteer programs and use of interpretative technologies will be covered.

MS 390 Museum Administration and 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 local community; and board and trustee relations. Prerequisites: Museum Studies majors or permission of instructor. Offered TBA.

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. Prerequisites: Senior standing and MS 101 Offered every Fall semester.

MS 402 Capstone Independent Study 3 sem. hrs.
Continues elements from internship with knowledge from 401 to create a professional product that contributes to the operations of the internship institution by applying theoretical knowledge to a practical problem or concern. Prerequisites: Senior standing and completion of all other MS courses. Offered every Spring semester.

MS 415 Senior Internship 3-6 sem. hrs.
Provides students additional opportunities for internships. Permission of the Chair, Division of Humanities required

MS 475 Campbell Center Workshops 1-3 sem. hrs.
Workshops in preservation and conservation offered at the Campbell Center for Historic Preservation Studies in Mount Carroll, IL

MUSIC COURSES (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. Offered every semester. *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.

MUS 055 Voice 1 sem. hr.
Applied music instruction. Offered every semester. Prerequisite: permission of instructor. Does not fulfill core curriculum music requirement.

MUS 055-1 Voice Lessons for Minors 1 sem. hr.
This one hour weekly course will develop vocal skills in regards to posture, breathing, production, resonance and repertoire. It will be taught as a private lesson and result in a jury at the end of a minimum three semesters. Prerequisites: Audition, By permission of the instructor
MUS 060  Instrumental Music  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 any curriculum music requirement. Next offering TBA.

MUS 061  Piano  1 sem. hr.
Applied music instruction. Offered every semester. Prerequisite: permission of instructor. Does not fulfill core curriculum music requirement.

MUS 061-1  Piano Lessons for Minors  1 sem. hr.
This one hour weekly course will develop piano skills in regards to technique and repertoire. It will be taught as a private lesson and result in a jury at the end of minimum of three semesters. Prerequisites: MUS 206, and permission of the instructor

MUS 070  Choral Conducting for Minors  1 sem. hr.
This course will develop basic conducting skills in regards to physical gesture; score reading and analysis, and rehearsal techniques. It will be taught as requested and will utilize private lessons as well as Chorale as a lab experience. Prerequisites: MUS 206, and permission of the instructor

MUS 201  History of Great Choral Works  3 sem. hrs.
H2b: A survey of great choral masterpieces down through the centuries.

MUS 202  American Musical Theater  3 sem. hrs.
DV/TE: Focuses on the nature and historical development of American musical theater and its attendant interdisciplinary implications.

MUS 203  History of Blues & Jazz  3 sem. hrs.
DV/TE: Focuses on the nature and historical development of Blues and Jazz.

MUS 205  Fundamentals of Music Theory  3 sem. hrs.
TI: An introduction to the basic elements of music theory including music reading, elementary harmony and rhythm. Next offered: TBA.

MUS 206  Fundamental Music and Theory Skills  3 sem. hr.
Provides students with a basic knowledge of music reading, counterpoint, chordal structure and sight-reading in order to become proficient at these tasks.

MUS 207  Theory/Sight-singing  3 sem. hr.
This course continues the instruction from MUS 206 with additional focus upon the development of basic compositional skills and knowledge of forms as well as a continuation of the development of sight-singing skills. Prerequisites: MUS 207

MUS 208  Music History I: Medieval/Renaissance/ Baroque  3 sem. hr.
Takes an in depth look at the development and history of western music from 450 to 1750.

MUS 209  Music History II: Classical/Romantic/20th Century  3 sem. hr.
Will study the western musical style periods from 1750 to the present in regards to development and history.

MUS 210  History of Rock Music  3 sem. hrs.
DV/TE: An examination of the history and evolution of rock music focusing on social, cultural, and musical aspects of the development of the genre. Next offered: TBA.

MUS 212  History of Dance and Music  3 sem. hrs.
TI: 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. Next offered: TBA.

MUS 322  Music Education  3 sem. hrs.
Principles and procedures for teaching music in the elementary school. Course includes basic elements of music theory to provide sufficient background for teaching music in the classroom; study of the child voice and its care; rote songs; materials for rhythmic expression and listening; teaching skills and methods which classroom teacher must have to work effectively. Next offered: TBA.

NATURAL SCIENCES COURSES (NS)

NS 101  Science and Contemporary Health Issues  3 sem. hrs.
DV/TE: Primary emphases on facilitating an understanding of the value of science and the use of the scientific method in problem solving, exploring the dynamics of human physiology, and evaluating health-related physiological activities. Important health issues and related contributions from the sciences are investigated. A variety of viewpoints and theories are examined in depth rather than from any one particular perspective. Trends in current research are important in both classroom discussion and course-related projects. Offered every semester.

NS 103  Environmental Science: Life as if the Earth Mattered  3 sem. hrs.
TI: A course for students interested in environmental issues (greenhouse effect, waste disposal and energy management, deforestation, etc.), ecology, and applications affecting life processes on earth. In addition to an in-depth look at the synergy of the interacting life processes inextricably linked with the earth, the effects of human behavior on that synergy are explored. A variety of viewpoints, theories, and strategies are considered. Course includes a balance of research-based information, practical knowledge and applications, and opportunity to use the scientific method in course-related projects. Offered every semester.

NS 105  Introduction to Geology  3 sem. hrs.
TI: Introduction to principles and concepts of earth science, including plate tectonics, oceans, glaciers, soils, earthquakes, earth's crust, volcanic activity, and geological record of minerals and how the earth was formed. Other related topics will be presented as time permits. This is a physical science course. Offered every spring semester.

NS 111  Plants: Food, Medicine and Textiles  3 sem. hrs.
TI: A study of plants useful to humans with emphasis on medicinal and agricultural uses. Issues covered will include the origins of domestic-
tion, the role in nature of plant products and the ways these plant products have been altered by humans through artificial selection and genetic modifications. No prerequisite. Offered spring semester.

**NS 114 Introduction to Forensic Science  3 sem. hrs.**

TI: 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. No prerequisite. Offered in fall every odd numbered year.

**NS 119 Microbes and Society  3 sem. hrs.**

T1 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. No prerequisite.

**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. No prerequisite. Offered every semester.

**NS 215 Forensic Chemistry**

TI: 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. No prerequisite.

**PHIL 100 Introduction to Philosophy  3 sem. hrs.**

TI: 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 101 Logic  3 sem. hrs.**

TI: Systematic study of the processes that lead to correct and consistent reasoning in traditional and symbolic forms. Offered every spring.

**PHIL 110 From Socrates to Spielberg Philosophy through Film  3 sem. hrs.**

TI: Course examines the major fields of Philosophy through texts and contemporary films. Offered each semester.

**PHIL 202 Philosophy of Human Nature  3 sem. hrs.**

DV/TI: 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 Moral Philosophy  3 sem. hrs.**

DV/TI: 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 206 Medieval Philosophy  3 sem. hrs.**

H2b: General survey of the major thinkers and issues of the medieval period. Next offered TB-4.

**ES/PHIL 230 Environmental Ethics and Policies  3 sem. hrs.**

The principal aim of this course is to develop the analytical tools necessary to understand the ethical issues that arise in the context of public policy decisions regarding environmental protection. Offered every spring semester beginning 2015.

**PHIL 255 A Philosophy of Human Sexuality  3 sem. hrs.**

HI: This course considers human sexuality from a philosophical perspective using both ancient and contemporary texts for conceptual and normative analysis of topics such as sex and love. Next offered F-14.

**PHIL 275 Environmental Philosophy  3 sem. hrs.**

HI: 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. Next offered SP-14.

**PHIL 301 Philosophy of Knowledge  3 sem. hrs.**

After examining the nature of knowledge and the conditions that make knowledge possible, students will study the various theoretical accounts of what constitutes genuine knowing. Also examined are the problems of meaning and truth, the role of intuition and affective experience and the influences of society, art and language. Next offered V-14.

**PHIL 302 Metaphysics  3 sem. hrs.**

This course provides 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 being explored within a historical context. Next offered SP-15.

**PHIL 303 Philosophy of Art  3 sem. hrs.**

DV/H2b: Through the writings of various philosophers and by responding to a number of works of art, this course examines the no-
PHIL 304 Bioethics 3 sem. hrs.
H3: 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 abortion, infanticide, genetic engineering, euthanasia, and human experimentation are considered. Offered every semester.

PHIL 305 Philosophy of God 3 sem. hrs.
A study of the various philosophical traditions concerning the proofs of God's existence, the nature of Divinity, and the human/cosmic relationship to the Divine. Next offered TB/A.

PHIL 308 Great Challenges 3 sem. hrs.
H1: This course examines the history of ideas in the Western World and the paradigm shifts that have had a far-reaching influence on the way we view and understand reality. By reflecting on the "Great Challenges" of the past, students will come understand the world in which we live today and provide a better insight to the challenges of the future. This course considers the "challenges" not only in thought, but also in astronomy, geology, biology and psychology. Next offered SP-15.

PHIL 310 Catholic Intellectual Tradition 3 sem. hrs.
H2b: This course provides a survey of the major trends and thinkers of the Catholic intellectual tradition, with a special focus on the integration of faith and reason. Offered each F-14.

PHIL 312 Political Philosophy 3 sem. hrs.
DV/H2b: A study of major philosophical positions concerning society's nature and purpose. Classical, Christian, Renaissance, modern and contemporary political and social philosophies are studied. Selected problems include the methods and norms of social organization, the relationship between the individual and society, law and rights, the goals and purposes of government, and the nature and role of a just state. Next offered F-14.

PHIL 315 Ancient and Medieval Philosophy 3 sem. hrs.
H2b: General survey of the major thinkers and issues of the ancient and hellenistic periods. Next offered F-14.

PHIL 316 Renaissance and Modern Philosophy 3 sem. hrs.
H2b: General survey of the major thinkers and issues of the renaissance and modern periods. Course formerly numbered as PHIL 207. Next offered SP-14.

PHIL 317 Contemporary Philosophy 3 sem. hrs.
H2b: General survey of the major thinkers and issues of the contemporary period. Course formerly numbered as PHIL 208. Next offered F-14.

PHIL 350 Philosophy of Medicine 3 sem. hrs.
H2b: 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. Next offered F-13.

PHIL 402 Catholic Moral Decision Making 3 sem. hrs.
H3: Catholic Moral Decision Making examines a number of contemporary issues, from bioethics, to social justice and political responsibility. Students will examine the Catholic intellectual tradition with an aim towards articulating a response to these issues through the integration of faith and reason. Next offered F-14

PHIL 405 Philosophy Symposium 3 sem. hrs.
The symposium course is taught in conjunction biannually with the Philosophy/Theology Symposium. Students will participate in the

PHIL 407 Special Topics in Applied Ethics 3 sem. hrs.
H2b: Examines specific topics in the field of applied ethics. Next offered TB/A.

PHIL 408 Seminar: Selected Topics in Philosophy 3 sem. hrs.
H3: 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. Next offered: TB/A.

PHIL 409 Selected Topics in Philosophy 3 sem. hrs.
Examines specific topics in Philosophy. Next offered TB/A

PHIL 410 Capstone Seminar 3 sem. hrs.
Students will develop, research and write a significant paper in the field of "Great Ideas" or "Applied Ethics." Next offered F-13.

PHIL 490 Readings and Research in Philosophy 3 sem. hrs.
Directed readings and discussion of specific philosophical texts or topics. Permission of the Division Chair and the Dean of Instruction is required. Available as needed.

PHYSICAL EDUCATION COURSES (PE)

PE 100 Physical Education Activities 1 sem. hr.
These courses include organized classes with instruction and practice in a variety of individual, dual, and team sports. Students may select combinations of golf, gymnastics, swimming, tennis, track, basketball, baseball, cross country, flag football, soccer, softball, badminton, swimming, advanced lifesaving and volleyball. See semester schedule of classes for specific combinations offered at that time. Offered every fall.

PE 101-109; 112 Physical Education 1 sem. hr.
Specific semester-long physical education disciplines such as yoga, tai chi, cardio-kick boxing, etc.

PE 110 Lifestyle Health and Fitness 1 sem. hr.
DV: The course emphasizes health and wellness through safe living, nutrition, and fitness. Students participate in the classroom as well as in physical activity. Each class reflects the knowledge, attitudes, and skills in current areas of lifetime sports. Offered fall and spring semesters.

PE 150-169 Intercollegiate Athletics 1 sem. hr.
Offered for varsity athletes in a variety of individual and team sports. One semester credit is available only one time during collegiate years.

PE 210 Coaching Baseball 2 sem. hrs.
Covers how to teach the fundamental principles and techniques required to play the game of baseball at any level, while at the same time discussing, exploring and understanding the various theories, philosophies and strategies surrounding America's pastime. Includes the use of various on-the-field drills in which students physically participate. Handouts, videos and discussions are an inherent part of the class. Students are also introduced to baseball field maintenance, official rules and the art of scoring a game. For students who want to gain a greater appreciation and understanding of the game and/or for those individuals who may someday want to become involved in coaching at an appropriate level. Offered every Spring.

Study of an extensive program of low-organizational games, rhythms and plays, their purposes, and methods of teaching them to children. Rich experience with materials and methods for health instruction. Sophomore standing. Structured field experience required. Offered every Fall.
PE 261 First Aid  2 sem. hrs.
Instruction and practice in the immediate and temporary care of injuries and sudden illnesses, and the prevention, care, and rehabilitation of injuries commonly associated with physical activities and athletics. Offered every semester.

PE 262 Foundations of Physical Education, Exercise Science and Sports  3 sem. hrs.
Course presents an introduction, overview and history of the multidisciplinary field of physical education, exercise science and sports. The importance of specialized areas of study such as teacher education, 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 physical education, exercise science and sports. Offered every semester.

PE 263 Personal and Community Health  3 sem. hrs.
DV/HI: 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.

PE 264 Organization and Administration of PE & Athletics  3 sem. hrs.
Patterns of organization applicable to the administration of physical education programs. Topics include staffing and supervising programs, curricular trends, financial and legal aspects, procuring and caring for equipment and supplies, and public relations aspects of the administration of intramural and interscholastic athletics, camping and outdoor education programs. Field experience required. Offered every spring.

PE 265 Adapted Physical Education  3 sem. hrs.
Identification of atypical movement among various exceptional individuals, with adapted physical education programming experience in a field setting. Previous methodology course required. Field experience required. Admission to Teacher Preparation required. Offered every spring.

PE/EXS 474 Exercise Testing & Prescription  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 fall semester.

PE/EXS 484 Concepts in Exercise Science  3 sem. hrs.
This course introduces principles and methodology involved in the field of exercise science; including the pathophysiology of cardiac, pulmonary, neuromuscular, and orthopedic risk factors that will be covered on the cellular and molecular levels as they relate to adaptation. Also includes the study of basic exercise science concepts and principles: programming and participation, assessment, supervision, and leadership for various types of individual and group health and fitness programs. Offered every fall semester.

PE/EXS 494 Internship  3 sem. hrs.
The internship provides an opportunity for the student to gain practical experience in a field setting conducive to the development/refinement of skills and abilities related to a professional role. Guidance and support is provided by an approved field supervisor in concert with university faculty. Sites are selected based on the student's career expectations. Offered every semester.

PE/EXS 498-99 Introduction to Research  3 sem. hrs.
The internship provides an opportunity for the student to gain practical experience in a field setting conducive to the development/refinement of skills and abilities related to a professional role. Guidance and support is provided by an approved field supervisor in concert with university faculty. Sites are selected based on the student's career expectations. Offered every semester.

ADMISSION TO THE TEACHER PREPARATION PROGRAM REQUIRED PRIOR TO ENROLLMENT IN 300-/400-LEVEL EDUCATION COURSES.

PE 361 Teaching Movement Exp.  3 sem. hrs.
Methodology course introducing the concept of movement education. Awareness of movement, principles of movement, and mechanics that govern and modify them are emphasized and directed toward a curricular design unique for elementary school children. Field experience required. Prerequisite: PE 260. Next offered F-14 or F-15.

PE 362 Care and Prevention of Athletic Injuries  3 sem. hrs.
Examines training and conditioning principles, injury prevention and treatment, basic first aid for athletic injuries, taping, and general rehabilitation. Prerequisites: PE 261, BIO 209-210. Offered every fall.

PE 363 Advanced 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 programs and training room will be covered. Prerequisites: PE 261, 362, BIO 209-210. Offered every spring.

PE 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. The application of the principles of psychology will help sports participants enhance both their athletic performance and their own personal growth and motivation. Next offered SP-17.

PE 365 Sports in American Society  3 sem. hrs.
DV: A study of the cultural practices of sport in American Society. Social, economic, political commercialization and mass media aspects of a sport will be examined as well as the effects of sport on the individual. Offered every spring.

PE 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. Prerequisite: BIO 209-210. Offered every spring.

PE 385 Kinesiology  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. Prerequisite: BIO 209-210. Offered every fall.

PE 461 Teaching Individual Activities  3 sem. hrs.
Development of teaching and planning skills as well as some game skills and knowledge of individual sports: tennis, golf, racquetball, track and field, archery, badminton, bowling and recreational games. Field experience required. Offered every fall.

PE 462 Teaching Team Activities and Aquatics  3 sem. hrs.
Development of teaching and planning skills as well as some game skills and knowledge of strategy in each of the following team sports:
soccer, speedball, football, basketball, volleyball, team handball, and water sports. Field experience required. Offered every fall.

PE 463 Teaching Gymnastics and Dance  3 sem. hrs.
Development of teaching and of motor skills in tumbling and gymnastics as well as proper spotting and safety skills. Course includes development of teaching and planning skills associated with teaching of rhythmic activities. Field experience required. Next offered SP-15 & SP-16.

PE 464 Tests and Measurements  3 sem. hrs.
Development of evaluation and testing techniques in physical education. Emphasis is given to statistical methods of research and evaluation. Field experience required. Next offered V-15 & V-17.

PHYSICS COURSES (PHYS)

PHYS 101 Principles of Physics I  4 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. Prerequisite: MATH 135-156. Offered every fall semester.

PHYS 102 Principles of Physics II  4 sem. hrs.
Introduction to electricity and magnetism - electrostatics, current electricity (Ohm's Law, Kirchhoff'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. Prerequisite: Grade of C- or higher in PHYS 101; MATH 155-156. Offered every spring semester.

PHYS 201 Physics With Calculus I  4 sem. hrs.
Covers same material as PHYS 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. Next offering TBA.

PHYS 202 Physics With Calculus II  4 sem. hrs.
Covers same material as PHYS 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. Next offering TBA.

PHYS 203 Seminar 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-directed library and Internet research on various topics in modern physics. Prerequisite: PHYS 101-102. Next offering TBA.

PHYS 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. PHYS 120 recommended. Next offered F-14, F-15.

PHYS 210 Human Development Across the Lifespan  3 sem. hrs.
DV/TE: 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. PHYS 120 recommended. Offered fall and spring semesters.

PHYS 220 Human Sexuality  3 sem. hrs.
DV/TE: Physiological and psychological aspects of sexuality. Emphasis on sexual function and dysfunction and contexts in which they occur. Topics include sexual response cycle, impact of social values, love, sexually transmitted diseases, variations in sexual behavior. Next offered SP-15, SP-16.

PHYS 240 Industrial/Organizational Psychology (formerly Inside the Organization)  3 sem. hrs.
Large corporate and governmental organizations dramatically influence all aspects of American life—our occupations, schools, politics, and social values. Using an interdisciplinary approach, we will examine these influences and where they might lead in future decades. This course will also provide an introduction to Industrial/Organizational psychology, the branch of psychology which studies how organizations work and develop techniques to help them function more effectively. PHYS 120 recommended. Offered fall and spring semesters.

PHYS 251 Physiological Psychology  3 sem. hrs.
Physiological foundations of human behavior. Neurophysiology and neuroanatomy as foundations for understanding emotions, learning, motivational processes, sexuality and mental illness. Prerequisite: PHYS 120. Offered fall and spring semesters.

PSYCH 201 Principles of Learning  3 sem. hrs.
Examination of major theories of learning and their impact on behavior management, education, advertising, social development. PSYCH 120 recommended. Offered every spring semester.

PSYCH 202 Advanced Principles of Psychology  3 sem. hrs.
Psychology majors will undergo an overview of the history and systems of psychology, learn about APA style specifically by increasing awareness of ethical standards related to publication, of reporting standards for scientific writing, and of recommended practices for communicating the results of scholarly inquiries and explore psychology careers and orientation to the major. One section will be offered every fall semester for sophomore-level psychology majors. For Psychology majors only. Prerequisite: PSYCH 120. Offered fall and spring semesters.

PSYCH 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. PSYCH 120 recommended. Next offered F-14, F-15.

PSYCH 210 Human Development Across the Lifespan  3 sem. hrs.
DV/TE: 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. PHYS 120 recommended. Offered fall and spring semesters.

PSYCH 220 Human Sexuality  3 sem. hrs.
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PSYCH 251 Physiological Psychology  3 sem. hrs.
Physiological foundations of human behavior. Neurophysiology and neuroanatomy as foundations for understanding emotions, learning, motivational processes, sexuality and mental illness. Prerequisite: PHYS 120. Offered fall and spring semesters.

PSYCH 290 Psy Trek  3 sem. hrs.
TI: This course provides an adventure into the final frontier of America’s favorite cult classic: Star Trek. Join the crew of the U.S.S. Walsh whose mission is to go boldly where no psychology class has gone before. Explore the strange world of psychology, seek out new life and civilizations through the Star Trek Universe, and boldly engage in standard orbit around such topics as personality development, addictions, morality, feminisms, emotions, leadership, technology, war and terrorism, ethnocentrism and prejudice as an evolutionary process through a semester long mission assignment requiring specialized cadet training and culminating with a multimedia presentation. Next offered SP-15, SP-17.
PSYCH 302 Cognitive Neuropsychology 3 sem. hrs. 
Explores the interface of mind, brain and behavior, that is, how brain activity gives rise to human thought. Emphasis is placed on executive brain functioning and the implications of frontal lobe activity for human behavior (planning and judgment, learning and memory, individual differences in cognitive styles, novelty-seeking and handedness, etc.). Investigates what happens when frontal lobe functioning is impaired (schizophrenia, head trauma, ADHD, etc.). Involves students in research and presentations on related topics of interest. Prerequisite: PSYCH 120. Next offered SP-15, SP-16.

PSYCH 305 Personality 3 sem. hrs. 
Survey of the major theories, including their applications to the understanding of normal and abnormal behavior. Emphasis on psychodynamic, humanistic, and trait theories. Prerequisites: Prerequisites: PSYCH 120 and one PSYGH course or permission of instructor. Next offered SP-15, SP-16.

PSYCH 307 Cross-Cultural Psychology 3 sem. hrs. 
DV/HE: 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. Prerequisite: PSYCH 120 or SOC 101 or SOC 204. Next offered F-14, V-15.

PSYCH 308 Principles of Psychological Testing 3 sem. hrs. 
Introduction to major types of psychological tests, emphasizing clinical applications. Assessment of personality, abnormal behavior, intelligence, career goals. Recommended for clinically oriented majors. Prerequisites: BSC 221. Recommended: PSYCH 303. Next offered F-14, V-16.

PSYCH 309 Critical Issues in Child and Adolescent Development 3 sem. hrs. 
HI: Cutting across several courses in the curriculum, this course in child and adolescent psychology reviews relevant aspects of child and adolescent development, examines abnormal psychology from a child and adolescent perspective, explores therapy techniques used with this segment of the population, structures assessment techniques of the young and considers the ethics of treating minors. Students will conduct research, participate in discussions and make presentations as a part of their learning experience. Prerequisites: PSYCH 120 or SOC 101 or SOC 204. PSYCH 210 recommended. Next offered F-15, SP-17.

PSYCH 310 Gender 3 sem. hrs. 
DV/HE: Explores the impact of male and female socialization in individual development, careers, relations and family life. Examines the cultural context and research literature on gender differences in communication and relationship patterns, developmental theories, and mental health. Applies theories and research to counseling situations in case studies. Next offered F-15, V-16.

PSYCH 321 Experimental Psychology 3 sem. hrs. 
Introduction to research methods with emphasis on conducting and evaluating controlled experiments. Course includes practical experience in collecting data, computing statistical measures, and interpreting results. Prerequisites: SOC 220, BSC 221. Offered fall and spring semesters.

PSYCH 340 Addictions 3 sem. hrs. 
DV/HE: Explores the major concepts of addiction, including the controversial application of the addiction paradigm to eating, sex, work, gambling, and other compulsive behaviors. Examines addiction as a multifaceted problem involving biological, psychological, social, cultural, and spiritual factors. Explores the assessment and treatment of addiction through the use of case studies and class exercises. Recommended for clinically oriented majors. Prerequisites: PSYCH 120 or SOC 101 or SOC 204. Next offered SP-15, SP-16.

PSYCH 350 Special Topics in Psychology 3 sem. hrs. 
In-depth examination of current topics. Content varies year to year; may be taken more than once. Examples: health psychology, psycholog-
racial and ethnic relations, and urban dynamics are normally examined. Final grade must be B- or better. Offered fall and spring semesters.

SOC 205 Social and Cultural Diversity 3 sem. hrs.
DV/TE (formerly Minority Groups) Study of sociocultural processes influencing majority/minority group interactions. Focuses on minority group identities and problems and how prejudice and discrimination impact majority/minority intergroup relations. Offered fall and spring semesters.

SOC 206 Cross-Cultural Issues in Gender
DV/T1/SI: This course offers a cross-cultural examination of how gender and gender inequality influence social institutions, including family, education, workplace and health care. Students will use the sociological perspective and current events to understand the role of gender, power and inequality in the operation of U.S. and Ugandan societies. Next offered: May - Uganda Global Learning Experience.

SOC 207 Population 3 sem. hrs.
HI: Study of fertility, mortality, and migratory patterns in global, regional, and national perspectives with special attention given to current problems caused by the imbalance of populations and life-sustaining resources. Next offered F14, F16.

SOC 208 Deviance 3 sem. hrs.
TI: Students will explore various aspects of deviance beyond the simplicity of nonconformity. This course will push the boundaries of traditional definitions, in an attempt to better understand the definitions that are created and used in the macro/micro analysis of society. Focus is on, but not limited to, deviance in relationship to the sociological perspectives in the criminal justice process. Students will learn the major sources of deviance data, the patterns of deviance depicted by those data, and strengths and weaknesses of such data. Next offered F14, F15.

SOC 210 Juvenile Crimes and Justice 3 sem. hrs.
TI: 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 SP15, SP16.

SOC 211 Writing and Research in Sociology 3 sem. hrs.
Sociology majors will engage in an examination of sociological research and writing. This course will emphasize professional conduct, APA writing style, avoidance of plagiarism, how to paraphrase, source reliability, the peer-review process, critiquing of peer-reviewed journal articles, and will introduce students to a variety of scholarly writing. This course will also include a more detailed history of sociology and will enhance students’ sociological imaginations through a deeper comprehension of core sociological perspectives and concepts. Final grade must be B- or better. Prerequisites: SOC 101 or SOC 204; restricted to sociology majors. Offered fall and spring semesters.

SOC 212 Criminal Justice 3 sem. hrs.
TI: 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 F14, F15.

SOC 213 Sociology of Growing Up 3 sem. hrs.
This course explores sociological issues, theories, and research on childhood and adolescence and examines the social worlds provided for and created by children and adolescents. Changing definitions of and socialization patterns in childhood and adolescence over time and across cultures are discussed. A variety of possible topics are covered, including the history of childhood and adolescence, peer cultures, educational problems such as achievement and violence, the impact of family change and problems, poverty and quality of life, teen pregnan-cy, and policies and programs that impact children. Next offered F14, F15.

SOC 220 Social Research Methods (formerly SOC 302) 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. Prerequisite: SOC 211 (with a final grade of B- or better). Offered fall and spring semesters.

SOC 231 Women and the Criminal Justice System (formerly Women in Prison) 3 sem. hrs.
H2b: 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 SP15, SP16.

SOC 232 Marriage, Family and Intimacy (formerly Family Systems) 3 sem. hrs.
DV/H1: Analysis of the family as a social system in relation to family structure and function. Focuses on the process of interpersonal interactions in the context of marital and parental relationships and family crises. Next offered SP15, SP16.

SOC 234 Urban Sociology 3 sem. hrs.
DV/H: Study of class, race, gender, lifestyle, economics, culture, politics and environmental considerations in the development of metropolitan areas including cities, suburbs, recreational areas, small towns, industrial parks, malls, and highways. Examines a select group of urban-suburban-small town problems: poverty, housing, crime, violence, racism. Third world urbanization also studied. Next offered F14, F16.

SOC 235 Criminology 3 sem. hrs.
Survey of the sociological, social-psychological, psychological, and biological aspects of crime and criminal behavior. Major topics include epidemiology of crime, critical assessment of crime statistics, etiology of crime and types of criminality. Prerequisites: SOC 210 or SOC 212 or permission of instructor. Next offered SP15, SP16.

SOC 236 Gangs, Guns and Grades: Education and Inequality 3 sem. hrs.
TI/H2b: The emphasis of this course will be education and inequality in America’s schools. Topics include, but are not limited to, achievement gaps; No Child Left Behind; gender, race, and social class inequality in schools; gangs and community violence; alcohol and drugs in schools; bullying; gun violence and preventing school violence. In this class students will engage in scholarly research and take part in in-depth discussions of these topics. Next offered F14, F17.

SOC 237 Death, Dying and Bereavement 3 sem. hrs.
DV/H2b: Increasing one’s knowledge of death, dying and bereavement is embarking on a journey of personal discovery. The course combines a comprehensive interdisciplinary study from health care, the humanities, and social/behavioral sciences. Focuses on, but is not limited to, how sociocultural influences the way people relate to death, dying, bereavement; historical and cross-cultural perspectives; options for delivering care to terminally ill persons; ethical questions pertaining to informed consent, euthanasia, definitions of death, medical directives, organ donation, suicide, physician assisted euthanasia; psychological factors of grief; the rites and ceremonies of grief; lifespan perspectives, impact of the legal system. Next offered F14, F15.

SOC 239 Corrections 3 sem. hrs.
HI: Historical and contemporary review of the practices and purposes of punishment. Overview of institutional correctional systems at the
local, state and federal levels using organizational, criminological and sociological perspectives. Examination of contemporary issues such as effectiveness of rehabilitation programs, women and juveniles in correctional settings, community-based corrections, AIDS in prisons, and prison gangs. Next offered SP-15, SP-16.

SOC 311 Health and Illness (formerly Health, Healing & Wellness) 3 sem. hrs.
DV/HI: Explores the history and development of health care and social epidemiology; interrelationships occurring among conventional and alternative healers; impact of gender, race and social class on health care; social construction of health and illness behaviors; health care practitioner's relationship with patients; social implications of advanced health care technologies; medical ethics. Next offered F-14, F-15.

SOC 312 Victimology 3 sem. hrs.
H: Explores and pushes the boundaries of traditional definitions of victimology in an attempt to better understand the definitions created and used in the macro/micro society. Focuses on, but not limited to, the victim in the criminal justice process, compensation and service programs. Studies sources and evaluation techniques of data. Next offered F-14, F-15.

SOC 313 Selected Topics in Applied Sociology 3 sem. hrs.
Intensive examination of a selected topic in applied sociology. Content varies year to year; may be taken more than once. Examples: juvenile crime and justice, community policing, domestic violence, sociology of law. Next offered TBA.

SOC 313-1 Selected Topics in Applied Sociology: Terrorism and Organized Crime 3 sem. hrs.
Issues covered in this course include, but are not limited to, a broad review of definitions of terrorism, its history, motivations behind terrorist actions, types and theories of terrorism. Furthermore, students will explore the consequences of terrorism in terms of social responses to terrorism, as well as the political costs of such responses and the possibility of preventing terrorism in the future. This class is also designed to familiarize students with the links between terrorism and organized crime; subjects of which may include organized hate crime, sex trafficking, drug trafficking, arms trafficking, cybercrime, and white collar corruption. Prerequisite: SOC 101 or SOC 204. Next offered SP-15, SP-16.

SOC 313-2 Selected Topics in Applied Sociology: 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. Prerequisite: SOC 101 or SOC 204. Next offered F-14, F-16.

SOC 313-3 Capital Punishment and Social Justice 3 sem. hrs.
Students will be introduced to various perspectives relating to the death penalty. The focus will be on, but not limited to, the issues of social justice and retributive justice, the justification for the death penalty (historical perspective), public opinion concerning the death penalty, and the position of the U.S. Supreme Court concerning the death penalty. Students will also learn about various issues pertaining to mental illness and the death penalty, juveniles and capital punishment, and the other side of the death penalty—the conviction of the innocents. Next offered F-15.

SOC 314 Sociology of Aging (formerly Critical Issues in Adult Development) 3 sem. hrs.
DV/HI: Comprehensive study of aging from both individual and societal perspectives. Focuses on aging occurring in the context of social situations and includes such topics as attitudes, values, beliefs, social roles, self-image, and adaptation to aging. Prerequisite: PSYCH 120 or SOC 101 or SOC 204. Next offered SP-15, SP-16.

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. Prerequisites: SOC 220 and BSC 221.

SOC 321 Data Analysis and 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. Prerequisite: SOC 320.

SOC 401 Sociological Theory 3 sem. hrs.
H22: Systematic study of major classic and contemporary sociological theorists. Among areas emphasized are the variety and conflict of orientations toward society and the image of mankind, empirical support for explanations, and recent revisions of theoretical schemes. Restricted to Sociology majors. Next offered SP-15, SP-16.

SOC 460-1 Research Project Proposal 3 sem. hrs.
Students will develop a project proposal, following HSR guidelines, and subject to the approval of the instructor. 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. Prerequisite: SOC 460-1.

SOC 490 Independent Study in Applied Sociology 3 sem. hrs.
Offered every semester. Requires approval by Division Chair and Vice President for Academic Affairs.

SOC 490-1 Ugandan Experiences 3 sem. hrs.
DV/H22: Students will study various components of Ugandan life ranging from traditional culture, stories/literature, education, health/social services, history, religion and politics. The implications of Gaudium et Spes as it relates to community, church, and the dignity of the human person and how it challenges ethnocentric viewpoints will be explored. Next offered May.

SPANISH COURSES (SPAN)

SPAN 101-102 Elementary Spanish 6 sem. hrs.
Essentials of Spanish enabling the student to achieve basic proficiency in the language. Emphasis on structure and vocabulary as well as on cultural elements of the Spanish speaking world. For entrance into 101 students should have a 101 placement or should not have studied Spanish previously. For 102, students must have a 102 placement or have successfully completed 101. Sequence offered every semester if interest warrants.

SPAN 101-2 – 102-2 Elementary Spanish for Health Care 3 sem. hrs.
In these two courses, students are introduced to basic principles of Spanish for Health Care. The courses emphasize the development of written, speaking and listening skills through review of language structures and acquisition of medical terminology. Provides a foundation of knowledge and experience for communication with monolingual Hispanic patients. For entrance into 101 students should have a 101 placement or should not have studied Spanish previously. For 102, students must have a 102 placement or have successfully completed 101. Sequence offered every semester if interest warrants.
SPAN 201-202 Intermediate Spanish 6 sem. hrs.
A thorough review of the language with emphasis on structure and syntax; special attention to oral proficiency skills. Specialized sections available with a Health Care emphasis. For entrance into 201, students should have a 201 placement or should have successfully completed SPAN 102. For entrance into 202, students should have a 202 placement or should have successfully completed SPAN 201. Offered every semester.

SPAN 201-2  202-2 Intermediate Spanish for Health Care 6 sem. hrs.
A thorough review of the language with special attention to oral proficiency skills in the use of medical Spanish. Provides foundation of knowledge and experience for communication with a monolingual Hispanic patient. The focus is two-fold: the medical interview and community health. For entrance into 201, students should have successfully completed 102 for Health Care. For entrance into 202, students should have successfully completed 201 for Health Care. Offered every semester.

SPAN 300 Spanish for Business 3 sem. hrs.
An introduction to key business vocabulary and Latin American cultural concepts that play a major role in international relations and trading. This course will focus on reading, conversation and writing in Spanish. Prerequisite: SPAN 202 or placement. Next offered F-14.

SPAN 301-302 Advanced Spanish 6 sem. hrs.
Review and study of the more advanced grammatical elements of the Spanish language emphasizing conversation, reading, and writing. These courses can be used to satisfy the foreign language requirement of the core curriculum by students who have had four years or more of Spanish at the high school level or the college level equivalent. Final placement will be based on high school grades and university placement tests. Prerequisite: SPAN 202 or placement. Next offered F-15/SP-14.

SPAN 301-2 Advanced Spanish I for Health Care 3 sem. hrs.
This course emphasizes oral communication, grammatical mastery, medical terminology, and cross-cultural awareness. It provides essential points of grammar and vocabulary for students whose health care professions require a working knowledge of Spanish. The course includes structural review and realistic, practical dialogues dealing with situations that medical personnel encounter in the course of their work. It uses a variety of reading materials as a starting point of conversation related to clinical settings and oral presentations in class. Next offered SP-15.

SPAN 305 Survey of Spanish American Literature I 3 sem. hrs.
Study of selected literary works of Spanish America from colonial times to the 19th century. (Conducted in Spanish) Next offering scheduled according to majors’ needs.

SPAN 306 Survey of Spanish American Literature II 3 sem. hrs.
Study of selected literary works of Spanish America from Modernismo to the present. (Conducted in Spanish) Next offering scheduled according to student needs.

SPAN 307 Conversational Spanish 3 sem. hrs.
Formerly SPAN 220. Intended for students who wish to develop a working and practical knowledge of nonliterary Spanish - its nuances of expression, meaning and style - through practice of everyday patterns of conversation. This course can be used to satisfy the foreign language requirement of the core curriculum by students who have had four years or more of Spanish at the high school level or the college level equivalent. Final placement will be based on high school grades and university placement tests. Prerequisite: SPAN 202 or placement. Next offered F-14, F-16.

SPAN 307-2 Conversational Spanish for Health Care 4 sem. hrs.
This course is designed to help English-speaking students better serve the growing population of Spanish-speaking patients. The student will learn advanced vocabulary, be exposed to real-life situations in a medical setting (in class and out of class), and develop cultural insights.

Cultural differences, customs, and various dialects are discussed to increase student awareness of the Spanish-speaking environments germane to the medical fields. May include global learning through a one-week rotation in Dominican Republic and/or local city, or out-of-state experience. Prerequisites: SPAN 202-2 or placement. Offered every spring.

SPAN 308 Readings in Spanish 3 sem. hrs.
Formerly SPAN 221. Directed readings and discussions of selected literary texts. This course can be used to satisfy the foreign language requirement of the core curriculum by students who have had four years or more of Spanish at the high school level or the college level equivalent. Final placement will be based on high school grades and university placement tests. Next offered SP-15.

SPAN 308-2 Readings in Spanish for Health Care 3 sem. hrs.
The course objective is to study, through the use of fiction and non-fiction texts written or translated into Spanish, the way physical pain, illness and suffering have been made into narrative, poetry, pathoautobiography (autobiography of illness), film, music and visual art. We will study the perspectives of patients, nurses, doctors, caregivers, family members, writers, artists, philosophers and theologians in regard to physical pain and suffering. In addition the student will develop the ability to read, think, converse, and write critically about literary works from diverse points of view and cultures; analyze different examples of “illness narratives”; and engage in effective verbal and written discourse about literature and other art and media forms. The student will learn appropriate skills of effective research, reading, writing, oral communication, individual and collaborative reflective practice, and implementation of technologies for higher-order learning and mature understanding of the diverse types of texts. Prerequisites: SPAN 301-2 or placement. Next offered F-15.

SPAN 309 Latin American Short Story 3 sem. hrs.
This course is a survey of literary writing in Spanish America and Brazil. The format is the short story (cuento) which encompasses works from colonial to contemporary times. The works reflect history, politics, economics and issues of gender and race. The course is also designed to improve other aspects of language learning such as listening, speaking, reading, and writing, and to increase the knowledge of regional colloquialisms and idioms. (Conducted in Spanish) Next offered F-12, F-14.

SPAN 310 Human Rights in Latin America 3 sem. hrs.
H2b: Through the study of texts of fiction and non-fiction written during the civil wars and the military dictatorship governments in Latin America, students will learn about human rights violations, as well as the efforts of citizens who defended their freedom and rights. Students will reflect on the causes and consequences of human rights violations and what their own moral responsibility is after learning about these topics. Fulfills H2b requirement. Prerequisite: SPAN 302 or 308 Next offered SP-15.

SPAN 311 Health Care Disparities for Minority Communities & Medical Terminology 3 sem. hrs.
Through application to Latino patients of the Standards for Culturally and Linguistically Appropriate Services and the recommendations created by the Agency for Health Care Research and Quality, students will identify disparities in care, learn cultural characteristics of Latino patients, and create solutions to these health disparities. Spanish medical terminology will be reviewed through a logical method for learning selected medical and technical terms. Prerequisites: SPAN 202-2. Offered every fall. Next offered F-14.

SPAN 321 Latin American Civilization and Culture 3 sem. hrs.
DV: A study of the history of Latin America from pre-Colombian civilizations to the present day. All aspects of civilization and culture (art, music, dance, literature) will be incorporated into this historical study in order to more thoroughly understand the lives of the people of Latin America. In addition, some attention will be given to Spanish speaking people in the United States. (Conducted in Spanish), Next offered F-15.
SPAN 322  Latin American Film  3 sem. hrs.
DV: An introductory course on Latin American Film making that reflects upon films which capture historical and political moments that have deeply affected Latin America consciousness. The themes and ideas include the age of "discovery," colonial times, slavery, "Civilización y barbarie," women’s situations, the Cuban and the Mexican revolutions, economic conditions and immigration to the U.S. Prerequisites: SPAN 302. Next offered: F-14, F-16.

SPAN 358  Companion Course for NURS 358 Complementary and Alternative Therapies  1 sem. hr.
Students will take this course in conjunction with NURS 358: Complementary and Alternative Therapies. The purpose of this course is to explore complementary and alternative therapies and their implications for holistic health within Hispanic culture and populations. Students will investigate health beliefs, alternative medicines, and therapies unique to the Hispanic populations in the United States and Latin America. Prerequisite SPAN 202-2. Offered every semester.

SPAN 404  Contemporary Spanish Culture and Literature  3 sem. hrs.
Study of the trends of modern peninsular Spanish literature from the Generation of ‘98 to the present with special emphasis on Unamuno, Azorín, García Lorca, Gómez de la Serna, Jiménez, Cela, Aleixandre, and Guillén. (Conducted in Spanish) Next offering scheduled according to majors’ needs.

SPAN 406  Definitions of Gender in Hispanic Culture  3 sem. hrs.
DV: This course explores classical and Renaissance constructs of gender as well as recent deconstruction and resistance to those definitions in Spain and Latin America through a variety of sources including essays, medical, philosophical and religious discourses, narrative fiction, poetry and theater, films, music and painting. Topics to be addressed include essentials and constructivist notions of gender (both feminine and masculine); female and masculine body as cultural constructs; gender and honor in the Hispanic culture; motherhood and family traditions; What is machismo?; How does machismo bear on femininity?; What are practical implications of an ideological division according to activity and passivity?; positive and negative feminine icons such as La Malinche, La Virgen de La Guadalupe and Frida Kahlo in Mexican culture; gay and women's resistance and challenges to the notions of gender identity that come from the margins of dominant culture. Next offered, F-15.

SPAN 408  Advanced Reading and Conversation on Recent Issues in Hispanic Culture  3 sem. hrs.
DV: Designed to provide an intensive reading and speaking practice in Spanish, the course focuses on reading selected excerpts on recent topics in Hispanic history and culture: the Indian's identity and discourse, theology of liberation, women’s issues and testimonial writing, politics (violence and dictatorships), Hispanics in the U.S., the Hispanic stereotype and bilingual education, among others. Students will choose additional topics according to their general interests in Hispanic culture and issues. In order to make their selections, students will have access to LANIC (University of Texas Web Site on Latin America), OLE (Web Site on Spain), and major online newspapers from Hispanic countries. Next offered SP-15.

SPAN 409  Medical Spanish Translation and Interpreting  3 sem. hrs.
This course is an introduction to medical translation and interpreting (also known as healthcare translation and interpreting). The students will learn the sociolinguistic, legal, and pragmatic dimensions of translation, cross-cultural health literacy, intercultural competency, text analysis, common medical text types and basic terminology; text production in English of Spanish medical documents; strategies of research, documentation and transfer. The students will learn the rudiments of interpreting in health care environments; protocol, ethics, and credentialing in the language mediation industry; public health policy as it affects Latino populations. Course is taught primarily in English. Spanish-English, English-Spanish language combination. Note: translation refers to written texts; interpreting to speech. Prerequisite 311, 307-2 or 301-2. Offered every Spring. Next offered SP-15.

SPAN 480  Spanish Internship  1-6 sem. hrs.
Supervised work experience which permits students to use their second language skills in an authentic setting outside the academic classroom by becoming involved in a business or non-profit organization’s day-to-day operations that require use of the Spanish language. An on-the-job supervisor and a faculty member monitor and assess intern performance. Students work at least three hours per week for each semester hour of academic credit. Prerequisite: Junior status and advanced language competency. Offered every semester with permission from foreign language coordinator. No more than 6 hours will count for graduation.

SPAN 491  Studies in Spanish  3 sem. hrs.
Directed readings and discussion on literary, linguistic, historical or cultural topics. Offered every semester.

SPAN 499  Spanish Capstone Experience  3 sem. hrs.
The Capstone Experience completes the requirements for the Spanish major. The Capstone Project will demonstrate advanced language proficiency through both a scholarly paper and oral presentation. This project will be based on the student’s research on Spanish language, literature, civilization, or a selected topic approved by the instructor or the Division. Restricted to senior Spanish majors.

SPAN 499-2 Spanish Capstone Experience for Health Care  3 sem. hrs.
The Capstone Experience completes the requirements for the Spanish for Health Care Major. The Capstone Project will demonstrate advanced language proficiency through both a scholarly paper and an oral presentation. This project will be based on the student’s research on Spanish language, literature, culture, or/and social issues related to health care in and for Hispanic communities in the United States and Spanish-speaking countries, or a selected topic approved by the instructor or the Division. Restricted to senior Spanish for Health Care majors.

THEOLOGY COURSES (THEO)

THEO 105  Comparative Religions  3 sem. hrs.
DV: This course studies the history, practices, and teachings of Christianity and other major religions of the world (e.g., Islam, Hinduism, Buddhism). This is currently offered as an online course. Prerequisite: THEO 106.

THEO 106  Scripture and the Catholic Tradition  3 sem. hrs.
This course explores Sacred Scripture and Church Tradition as the dual sources of revelation for the Christian faith. Students will acquire a fundamental understanding of Catholic biblical hermeneutics, theological anthropology, and Church teaching. They will also apply critical thinking skills to theological inquiry. This course is the mandatory Tier 1 requirement for all students at Walsh University and is offered every semester.

THEO 200  Christian Theology to 1500  3 sem. hrs.
H2a: This course examines the development of Christian thought from the time of the New Testament to the Protestant Reformation. Students will reinforce their critical thinking skills, reflect upon the work of the Holy Spirit in the history of the Catholic Church, and deepen their awareness of the Church’s continual pursuit of truth through faith and reason. Offered in sequence with THEO 201. Prerequisite: THEO 106.

THEO 201  Christian Theology: 1500 to the present  3 sem. hrs.
H2a: This course examines the development of Christian thought from the time of the Protestant Reformation to the present-day. Students will reinforce their critical thinking skills, reflect upon the work of the Holy Spirit in the history of the Catholic Church, and deepen their awareness of the Church’s continual pursuit of truth through faith and reason. Offered every two years in sequence with THEO 200. Prerequisite: THEO 106 and THEO 200.
THEO 202 Christology 3 sem. hrs.
H2a: 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. Prerequisite: THEO 106.

THEO 203 Christian Moral Life 3 sem. hrs.
H2a: 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. Prerequisite: THEO 106.

THEO 205 The Church in the Modern World 3 sem. hrs.
DV/H2a: This course studies the nature, mission, and structures of the Church in the context of contemporary society. Students will deepen their understanding of the practical implications of the Catholic Church’s dogmatic and pastoral constitutions, which declare its responsibility to be a “sacrament of salvation” whose ministry transforms individuals and society. By considering specific examples of the Church’s efforts to liberate and humanize, students will also gain greater appreciation for Christianity’s global diversity and the Catholic Church’s commitment to ecumenical unity and interfaith dialogue. Prerequisite: THEO 106.

THEO 207 African-American Religion 3 sem. hrs.
DV/H: This course explores the African-American religious experience and the intellectual tradition stemming from it. Students will deepen their critical thinking skills by theologically engaging the writings of Ida B. Wells-Barnett, Angela Davis, Frederick Douglass, W.E.B. DuBois, M.L. King, Jr. and others. Prerequisite: THEO 106.

THEO 210 Early Judaism: Foundations of Christianity 3 sem. hrs.
DV/H3: This course studies the beliefs, observances, practices, rituals, and texts of Judaism during its formative period to 135 AD. In addition to exploring the Jewish roots of Christianity, students will discover the continuity between early Judaism and contemporary Jewish life by visiting a synagogue. Offered every other academic year. Cross-listed with JS 211. Prerequisite: THEO 106.

THEO 212 The Synoptic Gospels 3 sem. hrs.
This course studies Matthew, Mark and Luke’s gospels. Students will acquire competence in distinguishing the common narrative elements of these gospels from each evangelist’s unique theological vision. Students will also deepen their understanding of Catholic biblical hermeneutics. Prerequisite: THEO 106.

THEO 213 The Johannine Writings 3 sem. hrs.
This course studies those New Testament texts which Church tradition ascribes to the authorship of John the son of Zebedee (the Fourth Gospel, the Letters of John, and the Book of Revelation). Students will acquire competence in identifying and critically analyzing the distinctive theological ideas of these writings. They will also deepen their understanding of Catholic biblical hermeneutics. Prerequisite: THEO 106.

THEO 215 Old Testament Scriptures 3 sem. hrs.
H2a: 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. Prerequisite: THEO 106.

H2a: This course explores the literature and theology of the New Testament: the Gospels and Acts, the Epistles, and the Apocalypse of John. 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. Prerequisite: THEO 106.

THEO 217 Catholic Belief and Practice 3 sem. hrs.
H2a: 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. Prerequisite: THEO 106.

THEO 219 Hate Groups and Violence 3 sem. hrs.
DV/H: This course explores the evolving relationship between the Catholic Church and the modern world by closely examining the twentieth and twenty-first ecumenical councils held in Vatican City. Students will deepen their understanding of Catholic biblical hermeneutics and theological anthropology, acquire the ability to competently articulate and explain the basic dogmatic teachings of these councils, 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. Prerequisite: THEO 106.

THEO 220 African American Religion 3 sem. hrs.
This course explores the African-American religious experience and the intellectual tradition stemming from it. Students will deepen their critical thinking skills by theologically engaging the writings of Ida B. Wells-Barnett, Angela Davis, Frederick Douglass, W.E.B. DuBois, M.L. King, Jr. and others. Prerequisite: THEO 106.

THEO 222 Theological Themes in Literature 3 sem. hrs.
H2a: This course employs literary works from a variety of traditions to identify the theological themes and values they address such as faith, prayer, good vs. evil and moral dilemmas. Students will examine these works to deepen their awareness of the importance of sound theological anthropology, critical thinking and how the Holy Spirit intersects with and challenges the lives of all. Prerequisite: THEO 106.

THEO 223 Principles of Justice and Peace 3 sem. hrs.
H2a: 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 Catholic theology. Prerequisite: THEO 106.

THEO 224 Christian Spirituality
H3: This course considers the demands of authentic Christian discipleship, the different vocations within which it is lived (married or single, lay or consecrated), and the major spiritualities that have emerged in response to those vocations. Students will integrate the biblical, theological, and historical sources of Christian faith in order to develop a spiritual exercise appropriate to their own life. Prerequisite: THEO 106.

THEO 301 Rome and Jerusalem: A Clash of Cultures
H2a: This course explores the history, architecture, conflict and development of Roman and Jewish culture and religion during the first centuries BC and AD as a backdrop to the faith of Jesus. In addition to developing competency in critical thinking and dialogue, students will compare the two great civilizations and consider parallels between...
THEO 320  Repairing a Broken World: Jewish Values That Heal
H3: This course investigates the social justice values of the biblical
prophets, the Jewish mystical concept of Tikkun Olam (Repairing the
World), and movements such as Zionism and Reform Judaism as re-
sponses to the brokenness of the world and as rationales for religiously
motivated action. Students will deepen their understanding of theolog-
ical anthropology. They will also apply these values to today's world
and identify their own rationale for repairing the world. Cross-listed with
JS 317. Prerequisite: THEO 106.

THEO 402  Social Ministry  3 sem. hrs.
H3:DV: This course examines types and methods of social ministry in
the contemporary Church. Students will explore their practical implica-
tions for Church policies and structures, especially in regard to parish
social mission leadership. Prerequisite: THEO 106.

THEO 403  Evangelization and Catechesis  3 sem. hrs.
H3:This course studies the history of Catholic catechesis from the early
models of initiation to contemporary RCIA processes. Students will
acquire deeper insight into the challenges and opportunities for reli-
gious education in the Twenty-First Century. Prerequisite: THEO 106.

THEO 408  Seminar: Topics in Theology  3 sem. hrs.
H3: This course involves an intensive examination of a selected topic
(to be announced prior to registration) in theology. Students will un-
dertake individual investigation and discuss the results of that research.
Course may be taken more than once if the topic is different. This or
another 400-level course is required of Theology majors and is offered annually.
Prerequisite: THEO 106.

THEO 408A  Religion and Science: Friend or Foe?  3 sem. hrs.
H3: This course explores the relationship between faith and reason
through the study of science (and medicine in particular), in light of the
truths of the Christian faith. Prerequisite: THEO 106.

THEO 409  Seminar: Major Theologian  3 sem. hrs.
H3: This course involves an intensive examination of a major figure in
theology (to be announced prior to registration). Students will under-
take individual investigation of this theologian and discuss the results
of that research. Course may be taken more than once if the topic is
different. This or another 400-level course is required of Theology majors and is
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EAST QUAD
Walsh University CAMPUS

EAST QUAD

EAST MAPLE STREET

1 FARRELL HALL
- Academic Affairs
- Academic Support Center
- Advancement/Alumni/University Relations
- Br. Edmond Drouin Library
- Classrooms
- Human Resources
- Information Technology Services
- Office of the President
- Student Service Center
- Financial Aid/Registrar/Student Billing

2 OUR LADY OF PERPETUAL HELP CHAPEL

3 DREINER HALL
- Calc/Greek/Media Center
- General Studies
- Honors/SCI/SCI Study Center
- Industrial Technology
- Women’s Resource Center

4 FATHER MATHEW HERTTTNA CENTER
- Classrooms
- Counseling Center
- Faculty Offices

5 THE BARRETT COMMUNITY
- Auxiliary/Staff Services
- Betzler Grille
- Br. Robert Franz Center
- Classrooms

6 FATHER MATHEW HERTTTNA CENTER
- Classrooms
- Counseling Center
- Faculty Offices

8 THE HERTTTNA CENTER
- Classrooms
- Counseling Center
- Faculty Offices
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