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EQUAl OPPORTUNITY POLICY

In keeping with its traditions, John Carroll University maintains and enforces a policy of equal educational opportunity and does not discriminate on the basis of religion, race, color, socioeconomic status, sex, age, national or ethnic origin, political affiliation, or disability respecting admission to the university, scholarship and loan programs, educational programs, or any of the activities which it operates. This policy, originally developed and enforced as a voluntary expression of the guiding philosophy of the university, is now required in many of its particulars by federal and state laws, to which the university is committed and does adhere.

NOTICE OF CHANGES

John Carroll University reserves the right to modify degree programs and their requirements and to revise its schedule of charges for tuition, fees, and other expenses. Notice of such changes will be posted conspicuously and communicated to students through public announcements and other appropriate channels.
OFFICE |
--- |
Admission |
Admission, Transfer & Part-Time |
Academic Deans |
Arts and Sciences |
Boler School of Business |
Graduate School |
Athletic Director |
Business Office |
Accounts Payable |
Carroll Card Office |
Payroll |
Student Service Center |
Campus Ministry |
Campus Safety Services |
Center for Career Services |
Center for Community Services |
Center for Global Education |
Continuing Education |
Dean of Students |
Development and |
Alumni Relations |
Enrollment Services |
Financial Aid |
Human Resources |
Information Services |
Library Main Desk |
Multicultural Affairs |
Public Affairs |
Registrar |
Registration |
Residence Life |
Services for Students with |
Disabilities |
Student Health Center |
Student Union |
University Counseling Center |
ALL OTHER OFFICES |

LOCATION |
--- |
Rodman Hall |
Rodman Hall |
Administration Building, West Wing |
School of Business Wing |
Administration Building |
Tony DeCarlo Varsity Center |
Rodman Hall |
L.S.C. Room 201E |
Rodman Hall |
Administration Building |
Fritzscne Religious Center |
Lombardo Student Center |
2563 Belvoir Boulevard |
Administration Building |
Administration Building |
Administration Building |
Lombardo Student Center |
Rodman Hall |
Administration Building |
Administration Building |
Lombardo Student Center |
Administration Building |
(Rodman Hall) |
Murphy Hall |
Lombardo Student Center |
2567 S. Belvoir Boulevard |

TELEPHONE |
--- |
397-4294 |
397-4257 |
397-4287 |
397-4391 |
397-4284 |
397-4416 |
397-4440 |
397-4961 |
397-4456 |
397-4494 |
397-4717 |
397-4600 |
397-4237 |
397-4698 |
397-4320 |
397-3008 |
397-3010 |
397-4322 |
397-4252 |
397-4248 |
397-4976 |
397-4261 |
397-4233 |
397-4185 |
397-4321 |
397-4291 |
397-4495 |
397-4408 |
397-4967 |
397-4349 |
397-4230 |
397-4283 |
397-1886 |

This Bulletin has been edited by Dr. James H. Krukones, Associate Academic Vice President. He has been assisted by Ms. Eileen E. Fink of the Academic Vice President’s office. Information is accurate as of May 31, 2005. The university reserves the right to make changes.

A separate bulletin is published for the Graduate School. In addition, a published schedule of classes is available prior to every fall, spring, and summer term.
Robert L. Niehoff, S.J., Ph.D., President, John Carroll University
General Information

Historical Sketch

John Carroll University, one of twenty-eight colleges and universities established in the United States by the Society of Jesus, was founded as St. Ignatius College in 1886. It has been in continuous operation as a degree-granting institution since that time.

In 1923 the college was renamed John Carroll University, after the first archbishop of the Catholic Church in the United States. In 1935 it was moved from its original location on the West Side of Cleveland to its present site in University Heights, a suburb ten miles east of downtown Cleveland.

In September 1968 the university made the transition from full-time male enrollment to a fully coeducational institution as women were admitted to the College of Arts and Sciences for the first time.

Jesuit Tradition

As a Jesuit university, John Carroll University draws upon the intellectual resources and educational experience of the Society of Jesus, which has operated colleges and universities for more than four centuries. Jesuits on the faculty and in the administration help impart the particular character and value of Jesuit education that make John Carroll University a unique institution in its region. In 2005 the Reverend Robert L. Niehoff, S.J., took office as the university’s twenty-fourth president. A full-time faculty of more than 240 men and women, religious and lay, share the educational enterprise of service to its students and the community.

Mission Statement

John Carroll is a Catholic and Jesuit university dedicated to developing women and men with the knowledge and character to lead and to serve.

John Carroll University, founded in 1886, is a privately controlled, coeducational, Catholic and Jesuit university. It provides liberal arts programs in the arts, sciences, and business at the undergraduate level, and in selected areas at the master’s level. In addition, an Office of Continuing Education offers courses and programs as part of life-long learning. The university also offers its facilities and personnel to the Greater Cleveland community and provides a wide variety of special services.

As a university, John Carroll is committed to the transmission and extension of the treasury of human knowledge with the autonomy and freedom appropriate to a university. As a Catholic university, it is further committed to seek and synthesize all knowledge, including the wisdom of Christian revelation. In the search for this integration of knowledge, the university community is enriched by scholarship representing the pluralistic society in which we live. All can participate freely in the
intellectual, moral, and spiritual dialog necessary to the search. Within this dialog, in which theological and philosophical questions play a crucial role, students have the opportunity to develop, synthesize, and live a value system based on respect for and critical evaluation of fact; on intellectual, moral, and spiritual principles which enable them to cope with new problems; and on the sensitivity and judgment that prepare them to engage in responsible social action.

In a Jesuit university, the presence of Jesuits and others who are inspired by the vision of Saint Ignatius Loyola, founder of the Society of Jesus in 1540, is of paramount importance. This vision, which reflects the value system of the Gospels, is expressed in the *Spiritual Exercises*, the source of Jesuit life and activity. To education the Jesuit spirit brings a rationality appropriately balanced by human affection, an esteem for the individual as a unique person, training in discerning choice, openness to change, and a quest for God’s greater glory in the use of this world’s goods. Commitment to the values which inspired the *Exercises* promotes justice by affirming the equal dignity of all persons and seeks balance between reliance on divine assistance and natural capacities. The effort to combine faith and culture takes on different forms at different times in Jesuit colleges and universities. Innovation, experiment, and training for social leadership are essential to the Jesuit tradition.

John Carroll University welcomes students and faculty from different religious backgrounds and value systems, in the belief that the educational environment which the university provides is one which these students and faculty may find congenial, rewarding, and enriched by their presence. Within this environment there is concern for the human and spiritual developmental needs of the students, and a deep respect for the freedom and dignity of the human person. A faculty not only professionally qualified, but also student-oriented, considers excellence in interpersonal relationships as well as academic achievement among its primary goals.

The university places primary emphasis on instructional excellence. It recognizes the importance of research in teaching as well as in the development of the teacher. In keeping with its mission, the university especially encourages research that assists the various disciplines in offering solutions to the problems of faith in the modern world, social inequities, and human needs.

The commitment to excellence at John Carroll University does not imply limiting admissions to the extremely talented student only. Admission is open to all students who desire and have the potential to profit from an education suited to the student’s needs as a person and talents as a member of society.

The educational experience at John Carroll University provides opportunities for students to develop as total human persons. They should be well grounded in the liberalizing, humanizing arts and sciences; proficient in the skills that lead to clear, persuasive expression; trained in the intellectual discipline necessary to pursue a subject in depth; aware of the interrelationship of all knowledge and the need for integration.
and synthesis; able to make a commitment to a tested scale of values and to demonstrate the self-discipline necessary to live by those values; alert to learning as a life-long process; open to change as they mature; respectful of their own culture and that of others; aware of the interdependence of all humanity; and sensitive to the need for social justice in response to current social pressures and problems.

**Planning and Assessment**

The Office of Planning and Assessment was established in 1999. The director is responsible for both the university planning process and the assessment process. Working with the University Planning Group, the office has facilitated the university’s strategic planning process and is also responsible for the implementation, monitoring, and evaluation of the plan.

An integral component of understanding and improving the student experience is a coordinated program of assessing student learning. Assessment of student learning is a university-wide effort, bridging both academic and student affairs, with the support of the university administration. The assessment program requires the systematic collection of information in order to both document and improve student learning. Ultimately, the information collected as part of the assessment program serves as a basis for curricular reform, program development, budgets and strategic planning.

Effective assessment of student learning relies on collaboration between students, faculty and administrative staff. Assessment of student learning occurs in the academic major, the core curriculum and in student life. Student participation in the assessment program is essential in meeting the university’s commitment to student learning. John Carroll University requires students actively to participate in the institution’s assessment program by completing surveys, tests, writing assignments, interviews, and other assessment-related activities.

The University Assessment Committee (UAC) is the primary oversight body for the student outcomes assessment programs of the university. Working with the UAC, the office provides support for the university’s assessment efforts, including the development and implementation of the assessment plans of the university and the academic departments.

The UAC is comprised of five appointed faculty, the director of Institutional Research, the director of the University Core Curriculum, the associate academic vice president, two appointed representatives from the Division of Student Affairs, and an undergraduate and a graduate student. The director of Planning and Assessment chairs the committee. **Director:** Dr. Nicholas R. Santilli.

**Academic Divisions**

The university maintains three major academic divisions: the College of Arts and Sciences, the John M. and Mary Jo Boler School of Business, and the Graduate School. There is, in addition, an Office of Continuing Education, which offers non-credit
General Information

courses, workshops, and special programs. Enrollment for credit ranges from 4,300 to 4,700 students. In 2003-2004 the graduation rate for freshmen who entered the university in 1998 on a full-time basis was 75%.

Degree programs are offered in more than thirty major fields of the arts, social sciences, natural sciences, and business. They include curricula for preprofessional study in medicine, law, dentistry, engineering, and teaching. A wide range of courses is available in day, evening, and summer sessions.

Campus

More than twenty major buildings, predominantly Gothic in architecture, and sixty beautifully landscaped acres make up the Carroll campus. Thorne Acres, a thirty-eight-acre property in nearby Chardon, provides additional recreational and educational facilities. Major buildings include the Grasselli Library and its John G. and Mary Jane Breen Learning Center, the Thomas P. O’Malley Center for Communications and Language Arts, and the D.J. Lombardo Student Center. This center includes the Little Theatre, the Harold C. Schott Dining Hall, the Inn Between, the Underground, recreational facilities, public conference rooms, and offices for student organizations; it is also the location of the Fritzsche Religious Center containing the campus ministry offices and the Saint Francis Chapel. The Don Shula Sports Center includes the William H. Johnson Natatorium and the Ralph Vince Fitness Center.

Other important facilities are the Administration Building, the Boler School of Business, Rodman Hall, Kulas Auditorium, and Wasmer and Schweickert fields for outdoor athletic events. There are eight student residence halls.

Two major additions to the campus opened in September 2003. The Dolan Center for Science and Technology is a state-of-the-art teaching and research facility. Taking over the functions of the James A. Bohannon Science Center, the Dolan Center houses the Departments of Biology, Chemistry, Mathematics and Computer Science, Physics, and Psychology, as well as the Center for Mathematics and Science Education, Teaching, and Technology. This beautiful Georgian-style building also contains many spaces intended for use by the entire university community, including study areas, conference rooms, an atrium, and a 250-seat auditorium. The Don Shula Stadium is the new home of the Blue Streak football, soccer, and track teams. The stadium also has offices for coaches, a weight training facility, locker rooms, athletic training room, and the Don Shula Memorabilia Room, featuring photographs and artifacts donated by the family of its namesake.

A campus-wide computer network facilitates access to the Internet and World Wide Web as well as providing a vehicle for internal communication via e-mail.
General Information

Accreditation

John Carroll University is accredited by the Higher Learning Commission of the North Central Association (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; tel.: (800) 621-7440). The graduate and undergraduate business programs offered by the Boler School of Business are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. In addition, the Department of Accountancy’s programs are accredited separately by AACSB. Elementary and secondary school teacher training programs are certified by the Ohio State Department of Education. The National Council for Accreditation of Teacher Education has accredited programs for the preparation of teachers, guidance counselors, school psychologists, principals, and supervisors with the master’s degree as the highest approved. Programs in chemistry have been approved by the American Chemical Society.


Affiliations

Through several administrative understandings, the university has cultivated a series of institutional relationships that notably enlarge the educational opportunities it offers.

The university enjoys long-standing student exchange agreements with Sophia University in Tokyo and with Nanzan University in Nagoya, Japan. In addition, the university has added two new exchange programs to its offerings, Kansai Gaidai University in Kyoto, Japan, and the International Student Exchange Program worldwide.
**General Information**

In China, the university is a member of the consortium of American Jesuit Colleges and Universities that supports the Beijing Program for undergraduate study abroad.

Students can entertain several program offerings in Europe for one semester or two depending on the program. In England, business students can enroll in the university’s Boler Business Semester in London; non-business students can enroll in the London Liberal Arts Semester in cooperation with Huron University. In Italy, students can participate in the university’s own Vatican Program in cooperation with the Pontifica Università Urbaniana; Loyola University of Chicago’s Rome Center; or John Cabot University in Rome.

Besides the program offerings in England and Italy, cooperative agreements exist with programs in Denmark, Greece, Ireland, Scotland, Spain, and Wales. In Central and South America, agreements exist with programs in Argentina, Chile, Cuba, Costa Rica, and El Salvador. Students can also study in Australia and New Zealand in cooperation with our placement agency Austra Learn.

As a member of the Northeast Ohio Council on Higher Education, John Carroll University participates in cross-registration opportunities offered to students of all colleges and universities in the Cleveland area.

In cooperation with the Catholic Diocese of Cleveland, the university provides the academic component of the formation program for college-level seminarians of the Diocese.

In cooperation with Case Western Reserve University of Cleveland and with Washington University of St. Louis, the natural science departments provide a five-year joint dual-degree program by which students may receive a bachelor’s degree from John Carroll University as well as a bachelor of engineering degree from the cooperating university. Similar dual-degree programs culminate in a doctor of nursing degree, or in medical or dental degrees.

John Carroll University is affiliated with the Washington Center, which provides internships and academic seminars in Washington, D.C. This affiliation gives students the opportunity to live, work, and study full time there while receiving a semester of academic credit from John Carroll.

**John Carroll University Alumni Association**

The university has more than 36,000 alumni in all walks of life. The John Carroll University Alumni Association maintains ties with alumni all over the world through its activities and through its Alumni City Club Program. The Alumni Association is administered by a Board of Directors, whose officers and members reflect their national constituency. An award-winning Class Reunion Program attracts some 1,500 returning alumni and their families each year in June.
General Information

The Association furthers the spiritual, intellectual, and social welfare of its members and the university community. It promotes university and alumni interests through active partnership with the university in student recruitment, community service, athletic programs, career networking, a City Club Program in locations around the country, and through Alumni Club Scholarships.

In addition, the alumni enjoy representation on the university Board of Directors. The Alumni Association and its members make themselves available to the university’s board, president, and deans for advisory consultation on matters of university, alumni, and community interest.

A quarterly magazine provides alumni and other friends with information about campus news, events, and the achievements of graduates and of the university community.

Information on alumni programs, services, and events is available from the Development and Alumni Relations office or at its website www.jcu.edu/alumni.
Academic Calendar 2005–2007

2005 — Fall Semester

Aug. 26 (Fri.)  Final registration
Aug. 29 (Mon.)  Classes begin
Aug. 29-Sept. 2 (Mon.-Fri.)  Course changes and late registration
Sept. 1 (Thurs.)  Mass of the Holy Spirit
Sept. 5 (Mon.)  Labor Day–no classes
Sept. 13 (Tues.)  Last day to change to audit or elect Pass/Fail option
Oct. 3 (Mon.)  Last day for filing application for Spring 2006 degrees (College of Arts and Sciences)
Oct. 3 (Mon.)  Last day for filing application for Winter 2005 (January 2006) and for Spring and Summer 2006 degrees (Boler School of Business)
Oct. 13 (Thurs.)  Fall break begins after last scheduled class
Oct. 17 (Mon.)  Classes resume
Nov. 22 (Tues.)  Friday classes meet
Nov. 22 (Tues.)  Thanksgiving break begins after last class
Nov. 28 (Mon.)  Classes resume
Dec. 10 (Sat.)  Last day of classes
Dec. 12-16 (Mon.–Fri.)  Final examinations

2006 — Spring Semester

Jan. 13 (Fri.)  Final registration
Jan. 16 (Mon.)  Martin Luther King, Jr., Day–no classes
Jan. 17 (Tues.)  Classes begin
Jan. 17-23 (Tues.–Mon.)  Course changes and late registration
Jan. 31 (Tues.)  Last day to change to audit or elect Pass/Fail option
Mar. 2 (Thurs.)  Last day for filing application for Summer 2006 degrees (College of Arts and Sciences)
## Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 4 (Sat.)</td>
<td>Spring break begins after last scheduled class</td>
</tr>
<tr>
<td>Mar. 13 (Mon.)</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Apr. 5</td>
<td>Last day for filing application for Winter 2006 degrees</td>
</tr>
</tbody>
</table>
| Apr. 12 (Wed.) | Friday classes meet  
Easter break begins after last scheduled class |
| Apr. 18 (Tues.) | Classes resume  
Monday classes meet                             |
| Apr. 18 (Tues.) | Deadline for course withdrawal                                                      |
| May 4 (Thurs.) | Last day of classes                                                                |
| May 5-6 (Fri.–Sat.) | Reading Days                                                                         |
| May 8-12 (Mon.–Fri.) | Final examinations                                                                    |
| May 21 (Sun.) | Commencement                                                                       |

### 2006 — Summer Sessions

The calendar for the Summer Sessions will be published about December 15, 2005, in the *Schedule of Summer Classes*.

### 2006 — Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25 (Fri.)</td>
<td>Final registration</td>
</tr>
<tr>
<td>Aug. 28 (Mon.)</td>
<td>Classes begin</td>
</tr>
</tbody>
</table>
| Aug. 28-Sept. 1 | Course changes and late registration  
(Mon.–Fri.)                                                 |
| Aug. 31 (Thurs.) | Mass of the Holy Spirit                                                                              |
| Sept. 4 (Mon.) | Labor Day–no classes                                                                                   |
| Sept. 12 (Tues.) | Last day to change to audit or elect Pass/Fail option                                                  |
| Oct. 2 (Mon.) | Last day for filing application for Spring 2007 degrees  
(College of Arts and Sciences)                                                                          |
| Oct. 2 (Mon.) | Last day for filing application for Winter 2006 and for  
Spring and Summer 2007 degrees (Boler School of Business)                                             |
<p>| Oct. 12 (Thurs.) | Fall break begins after last class                                                                     |
| Oct. 16 (Mon.) | Classes resume                                                                                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 21 (Tues.)</td>
<td>Friday classes meet</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving break begins after last class</td>
</tr>
<tr>
<td>Nov. 27 (Mon.)</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Dec. 9 (Sat.)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Dec. 11-15 (Mon.–Fri.)</td>
<td>Final examinations</td>
</tr>
</tbody>
</table>

**2007 — Spring Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12 (Fri.)</td>
<td>Final registration</td>
</tr>
<tr>
<td>Jan. 15 (Mon.)</td>
<td>Martin Luther King, Jr., Day—offices closed</td>
</tr>
<tr>
<td>Jan. 16 (Tues.)</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Jan. 16-22 (Tues.-Mon.)</td>
<td>Course changes and late registration</td>
</tr>
<tr>
<td>Jan. 30 (Tues.)</td>
<td>Last day to change to audit or elect Pass/Fail option</td>
</tr>
<tr>
<td>Mar. 1 (Thurs.)</td>
<td>Last day for filing application for Summer 2007 degrees (College of Arts and Sciences)</td>
</tr>
<tr>
<td>Mar. 3 (Sat.)</td>
<td>Spring break begins after last scheduled class</td>
</tr>
<tr>
<td>Mar. 12 (Mon.)</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Mar. 13 (Tues.)</td>
<td>Last day for filing application for Winter 2007 degrees (College of Arts and Sciences)</td>
</tr>
<tr>
<td>Apr. 4 (Wed.)</td>
<td>Friday classes meet</td>
</tr>
<tr>
<td>Apr. 10 (Tues.)</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Apr. 17 (Tues.)</td>
<td>Deadline for course withdrawal</td>
</tr>
<tr>
<td>May 3 (Thurs.)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 4-5 (Fri.-Sat.)</td>
<td>Reading Days</td>
</tr>
<tr>
<td>May 7-11(Mon.–Fri.)</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 20 (Sun.)</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**2007 — Summer Sessions**

The calendar for the Summer Sessions will be published about December 15, 2006, in the *Schedule of Summer Classes*. 

14
Admission

Admission is based on a broad range of criteria which emphasize varieties of scholarship and talent. The most important consideration is the overall strength of course work, academic ability as demonstrated through secondary school achievement, a challenging senior-year program, performance on standardized tests, and counselor and teacher recommendations.

An effort is made to attract candidates of diverse economic, racial, and religious backgrounds, to maintain wide geographic representation in each class, and actively to seek significant talents of all kinds.

A visit to the university is encouraged for all potential students. Arrangements can be made through the Office of Admission for personal interviews and tours of the campus. Also, visits to classes (weekdays only) and overnight stays in a university residence hall can be arranged for designated times.

Requests for an application for admission should be sent to the Office of Admission. Application materials may also be obtained through the university’s Admission web page at www.explore.jcu.edu. Office hours are weekdays 8:30 a.m. to 5:00 p.m. Group presentations are offered at 11:00 a.m. on Saturdays in the fall, winter, and spring.

Regular Admission

Application Procedures

1. File an application form by February 1 with the Office of Admission. Candidates for the freshman class may apply for admission at any time during their senior year of high school, but not more than 12 months prior to entrance.

Note: Students planning on majors in business will initially apply for enrollment in the College of Arts and Sciences. During their sophomore year they may apply for admission to the Boler School of Business. (See procedures outlined under “Boler School of Business,” pages 75-76).

For transfer students, full or part-time, the fee is $25.

2. Arrange with the high school(s) attended to send complete transcripts of records to the Office of Admission.

3. Ask a counselor or a teacher at the high school last attended to complete the Student Evaluation and Recommendation form on the last page of the application and send it with the transcript to the Office of Admission.

4. All applicants must submit the results of testing by either the College Board (SAT I) or the American College Testing Program (ACT). See the section that follows on “Testing.”
Admission

5. Freshman applicants wishing to apply for need-based financial aid should obtain the Free Application for Federal Student Aid (FAFSA) from their high school guidance counselors or the government website www.fafsa.ed.gov. The forms should be completed and sent to the address noted in the FAFSA for processing as soon after January 1 as possible. The university’s application deadline for financial aid is March 1; and, since the external processing takes approximately four weeks, applicants for aid should complete and mail the FAFSA no later than February 1.

6. By June 15 or 30 days after the tuition deposit has been received (whichever date comes later), students must file the Health Certificate properly completed by a physician and signed by parent or guardian. This form is supplied by John Carroll University. Care should be taken that the portion of the health certificate dealing with medical qualification for physical education and military science courses is completed accurately and signed by the examining physician, as this is a condition for acceptance into these programs.

Notification

Generally within six weeks after all credentials have been filed, applicants will receive offers of admission or notices of unfavorable action. Places in the freshman class are reserved, however, only upon submission of a $100 advance payment of tuition. This tuition deposit is refundable until May 1 by written request, and non-refundable after May 1 for applicants who fail to register or who withdraw after registration.

Freshman applicants who are not commuting (living exclusively in the permanent and primary residence of legal guardians) are required to live on campus. Applicants must send a $100 room deposit along with the $100 tuition advance to reserve a space in campus housing. Like tuition deposits, room deposits are refundable until May 1 by written request, and non-refundable after May 1 for applicants who fail to register or who withdraw after registration.

There is no deadline for tuition and room deposits; however, May 1 is the last date which will guarantee an accepted applicant a place in the freshman class and/or a place in the residence halls. Any requests received after that date will be accepted on a “space available” basis at the discretion of the Office of Admission and, in the case of residence hall status, the Office of Residence Life.

Testing

All degree-seeking freshman applicants must submit the results of testing by either the College Board (SAT I) or the American College Testing (ACT) Program.

SAT I: Applicants taking SAT I should present the results from examinations taken in either their junior or senior year of secondary school. Registration forms and general
Admission

Information may be obtained either from their secondary school guidance office or from the College Board SAT Program, 45 Columbus Ave., New York, N.Y. 10023-6992, or at its website www.collegeboard.com.

ACT: Students planning to complete the battery of tests administered through the American College Testing Program may obtain information and registration forms from their secondary school guidance office or from the ACT Program, P.O. Box 414, Iowa City, Iowa 52243-0168, or at its website www.act.org. John Carroll University recommends but does not now require the additional Writing Test offered by ACT.

Please Note: Students whose first language is a language other than English and who live outside the United States may submit the results of the Test of English as a Foreign Language (TOEFL) in lieu of SAT or ACT scores.

Special Admission

Advanced Placement

The College Board

Applicants may take advantage of the Advanced Placement Program of the College Board, which has encouraged the establishment of college-level courses in high school. The A.P. Program offers placement examinations in a variety of subject fields each spring. Information about these examinations may be obtained through the high school or by addressing the Advanced Placement Program, College Board, Box 977, Princeton, N. J. 08541, or at its website www.collegeboard.com. The following table shows current departmental practice regarding the Advanced Placement (AP) Tests in the subjects examined. Course credit given to advanced placement courses will satisfy divisional requirements of the JCU Core course equivalent. Core special designations (D, R, S, or W) are not awarded to advanced placement courses.

<table>
<thead>
<tr>
<th>AP TEST</th>
<th>Minimum Score Required for Credit</th>
<th>Semester Hours</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>3</td>
<td>AH 101</td>
</tr>
<tr>
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### Admission

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Institutional Applicants who have not taken the Advanced Placement Tests but have attained a superior level of academic performance in high school will be permitted, on nationally normed examinations selected by the university, to demonstrate competence in English composition, history, languages at the intermediate level, mathematics, and science.

Degree credit is not given on the basis of such tests, but certain basic course requirements may be waived for students demonstrating high achievement. These students will be eligible to enroll in more advanced courses.

Early Enrollment

High School Transient Admission Program

High school students who have completed their junior year are eligible to enter John Carroll University for two (2) courses or eight (8) hours per semester. Students must meet the following criteria:

1. have a GPA of 3.2 or better, and
2. be in the upper half (1/2) of their high school class.

Students may register for classes for which they have the appropriate prerequisites and which are not taught at their own high schools.

They must file the high school transient student application with the Office of Transfer and Part-Time Student Admission and present the written approval of the high school principal or guidance counselor, certifying that the applicant meets the above requirements.

Early Admission Program for High School Juniors

High school students who have completed their junior year are eligible to apply for admission to John Carroll University as full-time, degree-seeking students. These students must rank in the upper 25% of their class; present their high school transcript, acceptable SAT or ACT results, three letters of recommendation from their high school principal, guidance counselor, and one high school teacher; and be interviewed by an admission representative.

Transfer Students

Students in good academic and behavioral standing at another accredited university, college, or junior college may apply for transfer to John Carroll University. The university considers academic record, recommendations, character, and evidence of commitment to studies when individually evaluating a transfer applicant for admission. JCU reserves the right to deny admission to any applicant.
Admission

Transfer applicants on probation, suspended, or dismissed for any reason from another accredited university, college, or community college are ineligible for admission until one calendar year has elapsed from the date of such probation, suspension, or dismissal and will not be admitted except by special action of the Committee on Admission.

Transfer students should submit to the Office of Transfer and Part-Time Student Admission copies of high school and college transcripts. Transfer students must be in good standing at the time of application. For those who have attended only one college or university, the most recent term average and the cumulative average must be 2.00 or better to be considered for admission. For those who have attended more than one college or university, the most recent term average and the cumulative average at the home school must be 2.00 or better to be considered for admission. In addition the cumulative average for all schools attended must be 2.00 or better. A GPA of 2.50 or above, however, is recommended.

An application, together with complete credentials from all colleges or universities attended, must be returned by August 1 for the fall semester, or by January 1 for the spring semester. These credentials must include official transcripts of all high school and college records, plus a transfer student reference. Failure to report collegiate level attendance at any institution will make a student liable for immediate dismissal. The application should be returned to the Office of Admission with the non-refundable application fee of $25. If the application fee is submitted online, the application fee is waived. A Health Certificate properly completed by a physician and signed by a parent or guardian must also be presented before matriculation.

Determination of credit transferability occurs at the time of admission evaluation and decision. A listing of the applicant’s courses and credits which are transferable to John Carroll University will be sent to the admitted student after the admission decision has been made. All academic petitions of transfer courses for further consideration (i.e., divisional core and/or special designations) must be submitted by the end of the second semester after matriculation in order to be considered. Petitions should be submitted (with course descriptions and syllabi) to the chairperson of the University Core Committee.

Credit for advanced standing will be accepted from regionally accredited institutions, subject to the following restrictions. Credit will not be given for courses completed with the lowest passing grade, though these courses need not always be repeated. Courses completed with a “Pass” grade will not be accepted unless it can be established that the “Pass” was the equivalent of a “C-” grade or higher. No credit will be given, even as general electives, for courses in orientation, applied arts, athletics, or technical training which do not contribute to the goals of a liberal arts education.

The limit of transfer credit from a community college is 64 semester hours (96 quarter hours). This total includes course work taken at any four-year school prior to enrollment in a community college. In no instance will a degree be awarded to a
transfer student unless the last 30 semester hours have been completed at John Carroll University.

Courses offered to satisfy Core requirements must conform in content to courses offered at John Carroll University. Quantitatively, credits from other schools must be within one credit hour of the Core requirements in the subject area involved. Quality points are not transferred, but only credit hours. Approval of application of transfer credits to a major program is determined by the chair of the major department with the approval of the appropriate dean. Most departments require that at least half of the major be completed at John Carroll University. For the specific requirements, transfer students should consult the sections of this Bulletin devoted to individual departments and majors.

Credit will be given for courses completed under the auspices of the United States Armed Forces Institute, provided they are equivalent to those offered by John Carroll University. Correspondence-course credits will be accepted provided the accredited institution administering the courses gives credit for them toward its own degrees.

Part-Time Students

The university welcomes students interested in attending day or evening classes on a part-time basis (11 semester hours or fewer) and provides special pre-admission counseling and extensive academic advising as well as other services to meet part-time students’ needs.

Admission of all part-time undergraduate students occurs through the Office of Transfer and Part-Time Student Admission (216-397-4257); an application form and schedule of classes will be sent upon request. Students are encouraged to consult with the Office of Transfer and Part-Time Student Admission about transfer of credit from other colleges and the possibility of earning advanced credit through CLEP examinations (see page 24). Transfer guides for Lakeland, Cuyahoga, and Lorain County Community Colleges are available upon request. Qualified students with a high school diploma or GED equivalent who wish to take courses on a part-time basis may also inquire at this office.

Students transferring from community colleges or other universities must meet the requirements specified on pages 19-20 in the section on transfer students. After notification of admission, transfer students are sent a list of all courses accepted and the corresponding number of credits awarded.

Students interested in attending on a part-time basis are directed to the cost schedule for undergraduate courses (see page 25). Students accepted for admission for the fall semester are required to submit a $50 non-refundable tuition deposit at the time of registration.

Financial aid may be available for part-time students. The Ohio Part-Time Student Instructional Grant and Federal Pell Grants (full and part-time students) and Federal
Admission

Stafford Loans (subsidized and/or unsubsidized loans for students enrolled for at least six hours per semester) are available to those qualifying students demonstrating financial need who file the Free Application for Federal Student Aid (FAFSA) and notify the John Carroll Financial Aid Office. The unsubsidized Stafford Loan requires no demonstrated need. Students applying for Federal Pell Grants and/or Stafford Loans (subsidized and unsubsidized) must meet appropriate application deadlines. Finally, many employees return to school with the help of their employers through corporate tuition reimbursement programs. It is advisable to check with the respective corporate benefits officer for information regarding tuition assistance. Refer to the Financial Aid section of this Bulletin for additional information (see pages 28-36).

Transient Students

Students having a grade-point average of C (2.0 on a 4.0 scale) or better and eligible to return to their own colleges or university may be admitted as transient students. Transient students must complete a Transient Student Admission Form, which is available from the Office of Transfer and Part-Time Student Admission. A transcript of previously taken college course work must be presented at the time of registration to verify good academic standing at the home institution.

Students who do not plan to return to their own colleges are not considered transient students and should apply for admission as transfer students.

Transient students who wish to take courses during the Summer Sessions should submit applications according to procedures outlined in the Schedule of Summer Classes.

International Students

Candidates for admission who officially reside in countries outside of the U.S. and are not U.S. citizens must file an application and official transcripts certifying their complete secondary education. These credentials (with notarized English translations) must be submitted at least 60 days in advance of the term for which the student intends to register.

Applicants should also present the results of qualifying examinations, the College Board (SAT I) or the American College Testing (ACT) results, and/or the Test of English as a Foreign Language (TOEFL).

International student applicants also must complete the Financial Statement of Support, which is a declaration of financial resources available to meet obligations incurred while attending the university. International students not having their own personal health insurance are required to purchase a student health plan.

A tentative evaluation of credit is made at the time of matriculation, subject to cancellation or revision as the student demonstrates English-language fluency and successfully completes a semester of study in a full-time (12 credit hours minimum)
program. Immigration laws require foreign students on a student visa (F-1) to carry a full course of study in every semester of the academic year in order to maintain their status. International students whose native language is not English are exempt from the foreign-language requirement in the Core Curriculum in the liberal arts.

All international students are requested to see the Center for Global Education Student Advisor during the first week of class.

Summer Admission

Summer entrants who plan to continue studies in the fall semester as full-time students in one of the undergraduate divisions should submit applications according to regular admission procedures.

Please note that summer sessions are not designed to ease the transition between the high school and college years, but rather can offer opportunities to entering students who wish to accelerate their programs. A schedule of courses is published annually in the Schedule of Summer Classes. Transient students must be in good academic standing and complete the application form found in that Schedule.

Readmission

Students in good standing who have been absent from any of the undergraduate colleges less than a calendar year and have not attended another university during that time may be readmitted under the same status. These students should apply to the Registrar’s Office for a permit to register and to their dean or advisor for academic counseling. Students who have been absent from an undergraduate college a calendar year or more or have attended another college or university during the period of absence are required to apply formally for readmission. Students who have been out of college for one year or more must present a Health Certificate at the time of application.

Students petitioning for readmission who have attended other colleges or universities must submit to the Office of Transfer and Part-Time Student Admission official transcripts from such schools before application for readmission will be considered by the Committee on Admission.

Students are held to degree and curricular requirements in force at the time of their readmission. If absence from the undergraduate college amounts to five or more years, the case for readmission will receive a special review by the Committee on Admission. Readmission, if granted, is on terms determined by this committee. At a minimum, a year of residence is required.

Reinstatement

Students under notice of dismissal from any of the undergraduate colleges are excluded from the university and are ineligible to apply for readmission until the lapse of one semester and summer.
Admission

Students who wish to be considered for reinstatement after the expiration of one semester and summer must submit a written petition to the Committee on Admission. This petition should include the following:

1. Explanation of probable reasons for the scholastic deficiencies.
2. The manner in which the intervening time has been spent.
3. Reasons why favorable consideration for reinstatement should be given.

Students who have attended other colleges or universities following notice of dismissal from any of the undergraduate colleges of John Carroll University must present official transcripts from the institution attended before the Committee on Admission will consider the petition for reinstatement.

Students dismissed from the university or those who left on probation must submit their applications for readmission by August 1 for the fall semester and by December 1 for the spring semester.

Students who have been dismissed may not enroll in any division or register for courses in any session of the university.

Reinstated students must register for an appropriately reduced course load and earn the quality-point average specified by the committee at the time of reinstatement. Students who fail to meet the requirements set forth by the committee during the semester following reinstatement will be dismissed. Students who are reinstated must sign a letter of agreement to the conditions of reinstatement established by the Committee on Admission. In matters of reinstatement, the decisions of the Committee on Admission are final.

Students who have been dismissed a second time may not apply for further reinstatement.

College Level Examination Program (CLEP)

Adults, 21 or older, who through personal study and effort may have developed the knowledge, understanding, and skills normally associated with certain college-level courses, may be permitted to earn up to 30 semester hours of credit on the basis of high achievement on the General and/or Subject tests administered by the College Entrance Examination Board in its College Level Examination Program (CLEP). The amount of credit granted will depend on the tests taken, the scores achieved, the degree program to be pursued, and the major field. Earned CLEP credit does not convert to letter grades and does not apply toward graduation honors. Students planning to take CLEP tests should consult the Office of Transfer and Part-Time Student Admission or their academic advisor.
Expenses

Tuition and Other Charges

Tuition and fees are fully assessed upon completion of registration.

Terms of Payment

All tuition, room and board, and fees must be paid before classes begin. Bills are mailed to registered students four to six weeks before the semester begins. Students who register after the billing cut-off date pay in full at the time of registration. Students who have a balance due on account will not be permitted to register for the next semester and will not receive grades or transcripts. Additionally, registration may be canceled for students who fail to meet their financial obligations.

The following options are available for payment of tuition and room and board:

1. Cash or check
2. Monthly Prepayment Plan

John Carroll University does not accept credit cards for payment of tuition or room and board.

The Monthly Prepayment Plan is available for one’s convenience in budgeting of payments to student accounts. Applications are made through the Bursar’s Office. The amount budgeted will be paid each month May 1st through February 1st. Any balances on accounts are refunded or billed as payable.

Regular Semester Charges

TUITION (2005–2006 Academic Year)

Full-time Students:
(12-18 credit/contact hours) .................. $11,690.00 per semester
($23,380.00 annual tuition, full time, up to 36 credit/contact hours, that is, 18 hours each, fall and spring semesters)

Part time (1-11 credit/contact hours) and each hour over 18 credit/contact hours . . . . . . $708.00 per credit/contact hour

Graduate credit courses

Arts and Sciences 400 level ............... $708.00 per credit/contact hour
Arts and Sciences 500 level ............... $645.00 per credit/contact hour
Boler School of Business ................. $793.00 per credit/contact hour
Expenses

Certain courses which involve more contact hours than credit hours earned call for an adjusted tuition charge; that charge appears in the course descriptions in this Bulletin.

Students who are permitted to register as auditors are charged the same amounts as other students.

FEES

Application (nonrefundable, payable at time of application for admission)
Graduate matriculated student ........................................ $25.00
Non-matriculated student in the Graduate School .................. $10.00
Part-time undergraduate student ....................................... $10.00
Transfer student ......................................................... $25.00
Transient student (one-time fee) ..................................... $10.00
Undergraduate, full-time degree-seeking student ................... $25.00

Other Fees
Course Withdrawal Fee (per course) ............................... $25.00
Graduation – late application ......................................... $125.00
Graduation – undergraduate or graduate
   (payable at time of formal application for degree) ............. $100.00
Late Registration ........................................................ $10.00
Monthly Prepayment Plan application fee .......................... $25.00
Orientation ............................................................. $230.00
Penalty – Late Payment of Tuition, Room or Board ............... $75.00
Return check fee ....................................................... $25.00
Room – Late Cancellation Fee ....................................... $250.00
Student Activities Fee, per semester
   (full-time undergraduates only) .................................. $125.00
Study Abroad Fee ..................................................... $1,000.00
Transcript – delivery by FAX ....................................... $5.00
Transcript of Record .................................................. $3.00

Laboratory, computer, and television/radio course fees vary with the nature of the laboratory or course. Amounts are published in each semester’s course schedule.

ROOM AND BOARD (2005–2006 Academic Year)

Room and Board – each semester,
   with the 14-meal plan and double room ......................... $3,763.00

Other meal plans are available at lower costs. Information is available in the Residence Life Office, 216-397-4408.
Expenses

The board charge for a semester covers the interval beginning with the day of the opening of classes and ending the final day of the examination period, excluding Thanksgiving, spring, and other vacations as set forth in the university calendar.

Applicants for accommodations in the residence halls are required to make a room deposit of $100. Applicants who enter into residence assume full responsibility for their rooms and the contents thereof, and all loss and damage occasioned by the students are charged against their accounts.

A $100 tuition deposit is required and is non-refundable after May 1.

Fees listed above pertain to the 2005–2006 academic year. Owing to the uncertainty of prices, the university reserves the right to change fees without notice.

Refunds

Students who are permitted to withdraw from a course or from the university will be charged a withdrawal fee. The following percentages of the charge for tuition will be refunded, or credited against a balance due, less the withdrawal fee.

Within course-change week ........................................... 100%
Within the second week of class ................................. 67%
Within the third week of class .................................. 33%
After the third week of class .................................... 0%

These withdrawal allowances are granted only after the student has formally withdrawn through the Office of the Registrar. Withdrawals must be made in person or in writing and are dated from the day of approval.

No allowance or rebate is made to students who are permitted to register late or to student hall residents who are permitted to spend weekends or other brief periods away from the campus.

Special note for students on semester-basis tuition: There will be an adjustment in tuition only if they:

a. Drop to fewer than 12 credit/contact hours during or prior to course change week, or
b. Completely withdraw from the university.

Additional Information

Updated tuition rates, due dates, and other pertinent financial information can be found at www.jcu.edu/bursar.
Financial Aid

Policy

The primary purpose of the Financial Aid Program is to assist, with some form of aid, as many as possible of the applicants accepted for admission who demonstrate financial need and/or appropriate academic achievement. Financial need is the difference between the total cost of attendance and the amount that a family can be expected to contribute as determined by the results of the Free Application for Federal Student Aid (FAFSA). Financial aid awards are tailored to meet the particular needs of the recipient within the framework of the funds available. Financial aid is awarded with the expectation that it will be renewed each year on the basis of (1) continued financial need, (2) funds available, (3) satisfactory academic progress, and (4) timely application results.

Eligibility

To be considered for any form of aid, applicants must first be accepted for admission. Eligibility for academic scholarship awards is based on evaluation of the total record of achievement and promise, and the amount of need-based aid is determined by a student’s demonstrated financial need as derived from the Free Application for Federal Student Aid (FAFSA). The FAFSA and the application for admission with its supporting credentials are the only forms required from entering freshman applicants seeking need-based financial aid. Awards are granted on the basis of need and academic merit. Scholarships and grants are available to full-time students enrolled in any undergraduate division of the university. Please note that some merit-based scholarships require separate applications.

To Apply

The application form for federally funded, state funded, and institutional need-based aid is the Free Application for Federal Student Aid (FAFSA). The form may be obtained from high schools, the Office of Financial Aid, or on the web at www.fafsa.ed.gov.

Transfer students and upper-class students must file an institutional application for financial aid (Form JC) in addition to the FAFSA. These applications may be obtained from the Office of Financial Aid, and they are also available online. Any inquiries concerning financial aid and application procedures should be addressed to the Office of Financial Aid.

Renewals

All financial assistance is awarded for one academic year only, with the expectation that, unless financial circumstances change, and/or appropriate academic requirements are not met, the award will remain approximately the same for four years. Each year a
Financial Aid

new application for renewal and reconsideration for the following academic year must be made before the assigned deadline.

The Office of Financial Aid distributes the necessary forms and instructions for renewal of aid for the upcoming academic year at the “Packet Pick-Up” held in late November/early December. Times, dates, and location of this event are posted on campus. Most students who have filed a FAFSA for the current academic year will receive at their home address a renewal FAFSA for the following year.

Scholarships and grants given for specified periods may not be applied toward attendance during the summer sessions, are not redeemable in cash, and are not transferable in any way. All awards are subject to renewal qualifications as set forth by the Committee on Admission and Financial Aid and may be rescinded at the discretion of the committee.

Satisfactory Academic Progress

The federal Higher Educational Amendments require the university to define and enforce standards of academic progress for students receiving federal or state aid. These standards are available upon request from the Office of Financial Aid and also will be distributed with each financial aid award.

Merit-Based Scholarships Requiring Additional Applications

American Values Scholarships

American Values Scholarships are awarded to entering freshmen on the basis of academic merit and/or demonstrated leadership or volunteerism and with consideration given to financial need. The annual award ranges between $1,000 and $3,000. The activity resume on the admission application is used for consideration, and a Free Application for Federal Student Aid (FAFSA) is recommended. Further information, including an application, may be obtained from the Office of Admission or at www.explore.jcu.edu.

Archbishop Hoban Scholarships

Archbishop Hoban Scholarships are available to graduates of Catholic high schools of the Diocese of Cleveland. The awards are made for either one or two years in the amount of $500 per year. Applications are available in the high schools.

Brother Raymond F. Schnepp, S.M., Mathematics Scholarship Fund

These scholarships are awarded annually by the Department of Mathematics and Computer Science. The minimum award is $500 per year, and re-application is required each year for renewal. Recipients must be currently enrolled John Carroll University students who are or intend to be math majors with quality academic records and who
Financial Aid

are recommended by college instructors. Further information, including an application, may be obtained from the Department of Mathematics and Computer Science.

Charles A. Castellano, S.J., Memorial Scholarship

This competitive scholarship is a full-tuition, four-year award available to an entering freshman who has had at least three years of high school Latin and intends to major in either Latin or Greek. Additional information and application material may be obtained from the Department of Classical and Modern Languages and Cultures.

Community College Scholarships

Community College Scholarships are available to ten incoming full-time transfer students with an associate of arts or an associate of science degree from Cuyahoga Community College, Lakeland Community College, or Lorain County Community College. These $5,000 scholarships have been established to recognize outstanding graduates and to provide financial assistance to students who may not be eligible for need-based financial aid. The scholarships may be renewed for a second year upon recommendation of the Committee on Admission and Financial Aid. Students seeking renewal must maintain a 2.5 John Carroll cumulative GPA. A separate Community College Scholarship application is available upon request from the Director of Transfer and Part-Time Student Admission.

Edward J. Hodous, S.J., and Lawrence J. Monville, S.J., Scholarships

These awards are restricted to entering freshmen and transfer students who intend to major in one of the programs within the Department of Physics. The average annual award is $1,500 and may be renewable. Further information, including an application, may be obtained from the Department of Physics.

Mastin Scholarships

The Mastin Scholarships, renewable in the amount of $10,000 per academic year for up to four years, are available to three John Carroll students committed to majoring in one of the natural sciences (biology, chemistry, or physics) or mathematics. Each student must be, or be qualified as, a National Merit Semi-Finalist, or have an ACT composite score of 27 or better. Scholarship money will be renewed if the student maintains a 3.0 John Carroll cumulative GPA and full-time status each semester, and majors in one of the natural sciences or mathematics. Students are selected based on information from their application for admission.
Phi Theta Kappa Scholarship

Ten $2,000 awards are given to members of Phi Theta Kappa each year. The scholarship is renewable for a second year. An application may be obtained from the Office of Transfer and Part-Time Student Admission or online.

President’s Honor Awards

In the name of its president, John Carroll annually awards a number of scholarships to outstanding entering freshmen. These awards are generally renewable for three additional years, provided the recipient maintains a cumulative grade-point average of 3.0 (B) or better and full-time status each semester.

Candidates should have maintained an average of B+ or better for three or three-and-one-half years of high school study, and have obtained correspondingly high scores on the SAT or ACT. Filing of the FAFSA is recommended.

ROTC Scholarships

The Department of the Army annually awards three- and four-year scholarships on a competitive basis nationally. The number allocated is specified by law. Four-year and three-year advance designee scholarship winners are selected from high school applicants. If not selected for a scholarship at this time, students can apply for a campus-based scholarship during their freshman or sophomore year of college by contacting the university’s Department of Military Science.

The scholarship covers yearly tuition up to $20,000. Scholarships also include a book allowance of $1000 per year and a $250 to $400 per month subsistence allowance. The amount depends upon grade level and is available for the time that the scholarship is in effect. Four-year scholarship winners who reside on campus receive free room plus $1000 toward board costs each academic year. Although three-year advance designee winners do not receive tuition benefits until their sophomore year, they do receive free room, plus $1,000 off board costs during their freshman year. A four-year, active Army duty commitment is required of each scholarship recipient.

John Carroll University Scholarships and Grants

The John Carroll University Scholarship is a form of recognition bestowed for exceptional academic competence and promise and on the basis of demonstrated financial need. It is awarded as a remission of tuition depending on the extent of need and usually packaged with other forms of aid. The FAFSA is required for the John Carroll University Scholarship award. Renewal of the JCU Scholarship requires a cumulative GPA of 2.5 or above.

John Carroll grants are tuition allowances awarded to students who exhibit a combination of scholastic success and financial need. The FAFSA is required of all
Financial Aid

applicants for grant assistance. Recipients may lose their grants if placed on academic or disciplinary probation. Please note that grant renewal requires a cumulative GPA of 2.0 or above.

Scholarships and grants are available to qualifying students for a maximum of eight semesters.

Loan Programs

Federal Perkins Loan

The Federal Perkins Loan is for students who need a loan to meet part of their educational expenses. A Free Application for Federal Student Aid (FAFSA) is required to establish need. Awards may range up to $2,000 per year depending on the student’s demonstrated financial need. Due to limited availability the Perkins loan funds are typically designated to students in their freshman and sophomore years. An exit interview is required upon graduation or termination of studies. Repayment begins nine months after graduation, and students may be allowed to repay the loan over a ten-year period. During the repayment period interest is charged at the rate of five percent on the unpaid balance of the loan principal. No repayments are required for up to three years if a student serves in the Armed Forces, Peace Corps, or VISTA.

Federal PLUS Loan

The Federal Parent Loan for Undergraduate Students enables parents to borrow funds to help pay for their children’s education. The loan may be borrowed from a participating lender through the Office of Financial Aid.

Parents may apply for a Federal PLUS loan if their sons or daughters have been enrolled or have been accepted for enrollment and have been classified as full-time or half-time students. Under this program parents may borrow up to the full cost of education minus other financial aid. The interest rate is variable, based on the 91-day T-bill rate plus 3.1% to a maximum of 9%. The Federal PLUS Loan Request Form is available in the John Carroll University Financial Aid Award Packet. Parents also may get a loan pre-approved on-line. When approved, the lender will send the loan proceeds (amount borrowed minus 3% fees) in the form of two disbursements to the student’s JCU account electronically or by co-payable paper check. Repayment begins within 60 days of the second loan disbursement unless a forebearance (delayed payment option) is requested.

Federal Stafford Loan (Subsidized and Unsubsidized)

The Federal Stafford Loan Program enables students to borrow directly from a participating lender through the Office of Financial Aid. The loan is guaranteed by a state or private non-profit agency or insured by the federal government. Federal
Financial Aid

regulations require that all loan recipients attend both entrance and exit interviews, which will be held on campus and sponsored by the Office of Financial Aid.

Students may apply for a loan if they are enrolled or have been accepted for enrollment as at least half-time students. Under these programs dependent students may borrow $2,625 the first year, $3,500 the second year, and up to $5,500 during each of the next 2-3 years. The variable interest rate for both programs is based on the 91-day T-Bill plus 2.3% and is capped at 8.25%. In the Subsidized Federal Stafford Loan program the government will pay the interest while the student is in school. Repayment begins six months after the borrower graduates or leaves school, and the borrower may be allowed to repay the loan over a ten-year period. In the Unsubsidized Federal Stafford Loan program, interest begins to accrue immediately. The student is responsible for the accrued interest, or interest can be capitalized at the borrower’s request. The Subsidized Federal Stafford Loan is a need-based program, and the Unsubsidized Federal Stafford Loan is available to students regardless of need. The Free Application for Federal Student Aid (FAFSA) must be completed for consideration in both programs as well as a Federal Stafford Loan Request Form from the John Carroll University Financial Aid Award Packet.

Federal and State Government Grants

Federal Pell Grants

The Federal Pell Grant Program is a financial aid program designed to assist students demonstrating financial need to obtain a higher education. Both full-time and part-time students are eligible to apply for a Federal Pell Grant. Application for the Federal Pell Grant is the Free Application for Federal Student Aid (FAFSA). Forms can be obtained from the high school or from the Office of Financial Aid.

Federal Supplemental Educational Opportunity Grant Program

The Federal Supplemental Educational Opportunity Grant Program (SEOG) is administered to students of exceptional financial need who without the grant would be unable to continue their education. A Free Application for Federal Student Aid (FAFSA) is required to establish need.

Ohio Instructional Grant Program

The Ohio Instructional Grant Program is a financial aid program intended to assist Ohio students having financial need who are enrolled as undergraduates in an eligible Ohio institution of higher education on a full-time basis.

Ohio Instructional Grants are awarded on the basis not of scholarship but of relative financial need. The grants are awarded to the average as well as to the superior student. A Free Application for Federal Student Aid (FAFSA) is required to apply for Ohio Instructional Grants.
Financial Aid

Ohio Student Choice Grant

The Ohio Student Choice Grant is available to all Ohio residents who were not full-time college students before July 1, 1984, and who attend a private college or university in Ohio as full-time students in baccalaureate degree programs. Students may receive this grant each academic year. The amount may vary and depends on annual appropriations by the Ohio General Assembly. No application is required by students, and the grant is awarded regardless of need. The institutional financial aid application (Form JC) is recommended for students who are not first-time students enrolled at John Carroll.

Veterans Educational Benefits

Veterans Educational Benefits are available to eligible, degree-seeking veterans. Each time veterans register, they must complete the necessary forms in the Registrar’s Office in order to initiate or continue payment of benefits. Veterans should notify the Registrar’s Office whenever a withdrawal or change in course load takes place. The Veterans Administration must be notified as soon as possible. Adjustments in training time and rate of pay become effective on the date students formally withdraw from courses. Therefore, timely reporting to the Registrar’s Office of all withdrawals will decrease the possibility of overpayment.

Training time for VA educational purposes is as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>VA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>Full-time</td>
</tr>
<tr>
<td>9 to 11</td>
<td>3/4-time</td>
</tr>
<tr>
<td>6 to 8</td>
<td>½-time</td>
</tr>
<tr>
<td>4 to 5</td>
<td>Less than ½-time and more than 1/4-time</td>
</tr>
<tr>
<td>1 to 3</td>
<td>1/4-time</td>
</tr>
</tbody>
</table>

Veterans enrolled less than half-time and eligible for Montgomery GI Bill Active Duty or DEA benefits will receive the cost of tuition, not to exceed the ½-time rate of payment. Graduate student requirements differ slightly.

University academic regulations for veterans as well as for all students can be found in the “Academic Policies and Procedures” section (pages 104-119) of this Bulletin. Students eligible for VA educational allowance who do not increase their grade-point average to 2.0 after the first probationary period cannot receive further payment.

Veterans auditing courses cannot receive VA educational benefits for those courses audited.

Any inquiries concerning Veterans Educational Benefits should be addressed to the Registrar’s Office.
Federal Work-Study Program

In the belief that students should share responsibility for the cost of their education, the Office of Financial Aid will use all available forms of self-help (i.e., work opportunities and loan funds) in arranging financial aid packages for students. The Federal Work-Study Program provides on-campus employment for students who have current financial need. The jobs offer the student an opportunity to work in one of the academic or administrative departments on campus. Also, a number of community service jobs are available off-campus. A Free Application for Federal Student Aid (FAFSA) is required to establish need for either type of employment.

Refund and Repayment Policy

Beginning Spring 2002, any student who completely withdraws from the university and is a recipient of federal Title IV financial aid is subject to the following policy regarding refund and repayment of those funds.

The amount of federal Title IV financial aid earned is based on the percentage of the semester completed. This is calculated by dividing the number of days the student attended classes by the number of days in the semester.

Any student who withdraws on or before the 60% point in the semester will have to return or repay unearned federal Title IV financial aid funds. A student who withdraws after the 60% point of the semester is considered to have earned 100% of the aid and will not have to return funds to the federal Title IV financial aid programs.

A student’s withdrawal date is determined by John Carroll University to be:
1. the date the student began the withdrawal process or notified the school of the intent to withdraw. Any student wishing to completely withdraw from the university must do so by contacting the appropriate dean’s office.
2. the midpoint of the semester if the student fails to officially notify the college of the withdrawal.
3. the student’s last date of attendance at a documented academically related activity.

Funds will be returned to the programs in the order specified by federal guidelines.

A repayment to the federal Title IV financial aid programs may be required by the student when cash has already been disbursed to the student from financial aid funds in excess of the amount of aid earned during the term.

The student may receive a post-withdrawal disbursement if less of the aid for which the student was initially eligible was actually disbursed than was earned. The Office of Financial Aid will notify the student within 30 days of notification of withdrawal that these funds are available. The student must request these late disbursements in writing to the Office of Financial Aid.
Financial Aid

Institutional and state aid refunds will be calculated according to the John Carroll University refund policy as stated above and as found in the official Schedule of Classes each semester and in the Undergraduate and Graduate Bulletins.

PLEASE NOTE: This policy is independent of the percentage of tuition charged through John Carroll’s refund policy.

Further Information

Further information on scholarships, grants, loans, and jobs is available in the Admission Viewbook of the university, from staff members of the Office of Admission and the Office of Financial Aid, or through the Admission web page at www.explore.jcu.edu.
Student Life

Campus Living

John Carroll University is committed to developing a sense of community within its residence halls which encompasses people from various ethnic, cultural, economic, faith, and geographic backgrounds. This unique experience will provide opportunities that include assistance in academics, stimulation for intellectual growth, development of meaningful interpersonal relationships, and strengthening of a personal value system. The residence hall staff play key roles in facilitating personal growth through a variety of activities and programs. These advantages are provided in eight student residence halls located on a small, friendly campus. The halls can accommodate 1,964 undergraduate students.

All first-year students not commuting from home are required to live on campus. Commuting is defined as living exclusively in the permanent and primary residence of legal guardians.

All students living on campus must take their meals in the Harold C. Schott Dining Hall in the Lombardo Student Center. Six traditional meal plans are available.


Pacelli Hall (1952) Capacity of 217. Funded largely by the Greater Cleveland Italian community and named to honor Pope Pius XII.


Murphy Hall (1964) Capacity of 408. Named in honor of William J. Murphy, S.J., Dean of Students at John Carroll University, 1932-1959.


Hamlin Hall (1988) Capacity of 292. Named for university trustee and 1949 alumnus Richard M. Hamlin. This was our first residence across Belvoir Boulevard. Its architecture links the east side of the university with the main campus.

**Student Life**

All halls can accommodate both men and women. First-year students live together to promote class unity. The halls are divided into four areas, each of which is served by a full-time professional administrator who lives in residence and maintains an office in that area. These four leaders are aided by a Senior Resident Assistant in each building along with sophomores, juniors, and seniors who serve as resident assistants on individual floors. When available, campus ministers also live in residence to assist students in their growth. All rooms on campus provide students with the opportunity to connect to the World Wide Web. Voice-mail service and cable television access are also included. More information on the halls, as well as the mission and welcome statement of Residence Life, is available on its website at [www.jcu.edu/studentl/reslife](http://www.jcu.edu/studentl/reslife).

**Residence Hall Association (RHA)**

This student organization is made up of residents from each hall. Their main purposes are to plan social and educational activities for students living in the halls and to address issues that are of concern in the community. They also help to plan traditional activities such as Li’l Sibs Weekend.

RHA provides an excellent opportunity for students to get involved in the residence halls. All residents are welcome to attend meetings, which are held regularly, and offer input on decisions regarding the community.

**National Residence Hall Honorary (NRHH)**

This organization was founded in the spring of 2000. It recognizes the top 1% of students living on-campus who are involved in the residence hall community.

**Off-Campus Living**

The Associate Dean of Residence Life provides assistance to students who do not live in residence halls, whether they are commuting from home or renting an apartment or house. Students living off campus can choose from a variety of meal plans through the university food service.

**Conduct**

Self-discipline is essential in the formation of character and in the orderly conduct of social affairs both within and outside the university. Therefore, students are expected to conduct themselves as responsible members of society. The disciplinary authority of the university is exercised by the Dean of Students and the appropriate disciplinary bodies.
Student Due Process

John Carroll University recognizes that students, as adult members of society and as U.S. citizens, have the right to respect and consideration and to the constitutionally guaranteed freedoms of speech, assembly, and association. The university further recognizes the students’ rights within the institution to freedom of inquiry and to the reasonable use of the services and facilities of the university which are intended for their education.

In the interest of maintaining order on campus and guaranteeing the broadest range of freedom to each member of the community, rules limit certain activities and behavior which are harmful to the orderly operation of the institution and the pursuit of its legitimate goals. All students are responsible for informing themselves about these rules, which are printed in the Community Standards Manual and are available on the John Carroll University website at www.jcu.edu/studentl.

Student Activities

The Office of Student Activities at John Carroll seeks to create an active and vibrant campus culture that enhances student learning, encourages involvement, and promotes leadership development. Through the creation and advisement of co-curricular experiences, innovative technologies, assessment plans, professional development and ethical relationships with others, it helps students gain the knowledge, skills and attitudes necessary to be servant leaders.

The office offers many services and programs, such as New Student Orientation, Fall Orientation, Fraternity and Sorority Life, Student Union, Student Union Programming Board (weekend programming), leadership development, student organization advisement, Homecoming, Christmas Carroll Evening, Senior Celebration Week, facility approvals (exclusively for student use), university vehicle reservations, and university retreat site reservations and postings.

Student Union

Founded in 1920, the John Carroll University Student Union is the student government organization representing all undergraduate students. The Student Union provides the student body with official representation to the university community and is a means for concentrated student concern and activity in academics, disciplinary matters, clubs and organizations, and social programming.

The Student Union is structured so that every student of John Carroll University is a member. This guarantees every student the right to discuss and to speak out on issues facing the student and university communities.

The Student Union office is located on the lower level of the D. J. Lombardo Student Center. More information can be found on the Student Union website at www.jcu.edu/su.
Student Life

Student Organizations

Accounting Association  Knights of Columbus
African-American Alliance  La Mesa Hispanica (Spanish Club)
Allies  Lacrosse Club (Men’s)
Alpha Epsilon Delta (Pre-Med)*  Lacrosse Club (Women’s)
Alpha Kappa Psi (Business)*  Latin American Student Association (LASA)
Alpha Sigma Nu (Jesuit Honor Society)*  Little Theatre Society (Alpha Psi Omega)
American Chemical Society  Mathematics Association of America (MAA)
American Marketing Association  Middle Eastern Student Association
Amnesty International  NEOSA
Asian Cultural Organization  Panhellenic Council
Beta Gamma Sigma (Business Honor Society)*  Pershing Rifles
Biology Club  Phi Alpha Delta (Pre-law society)*
Campus Crusade for Christ  Phi Eta Sigma (National Honor Society)*
Chi Omega  Pi Mu Epsilon (Mathematics)*
Circle K  Psi Chi (Psychology Club)*
Classics Club  Public Relations Students Association
College Democrats  Rhapsody Blue
College Republicans  Right to Life
Crew Team (JCU)  Rugby Club (Men’s)
Dance Ensemble  Rugby Club (Women’s)
Dance Team (JCU)  Sailing Team
Delta Tau Delta  Sigma Alpha Epsilon
Economics Association  Sigma Phi Epsilon
EMSA  Ski Club
Finance Association  Ski/Snowboard Team
Gamma Phi Beta  Society of Physics Students (Sigma Pi Sigma)*
Generation Green  Society of Professional Journalists
German Club  Sociology Association
Green Life  Sports Marketing Club
Habitat for Humanity  Student Arts Organization
Hockey Club (JCU)  Student Business Advisory Council
Honors Student Association  Student Education Association
Interfraternity Council (IFC)  Student Union
Italian Club  Student Union Programming Board (SUPB)
Japan Society  Students Against Smoking
J.U.S.T.I.C.E.  Students in Free Enterprise (SIFE)
Kappa Alpha Theta  University Concert Choir
Kappa Delta  Volleyball (Men’s)
Kappa Kappa Gamma  (*) Denotes honor organization
Kappa Sigma  
Karate Club

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Student Life

Student Union Programming Board (SUPB)

The Student Union Programming Board (SUPB) is responsible for planning campus-wide and off-campus activities for Thursday, Friday, and Saturday nights. Some of its traditional events include the Fall Orientation Graffiti Party for first-year students, the Welcome Back Luau, Oktoberfest, trips to Cavs games, and the February Comedy Series. The board also sponsors “Thursday Night Live” in “The Underground” with a different event each week, including slam poets, comedians, and themed karaoke.

Fraternity and Sorority Life

All sororities and fraternities at John Carroll University affiliated with national organizations during the 2001-02 academic year. First-year students can join one of these leadership and social organizations during formal recruitment each fall. The fraternities and sororities at John Carroll are committed to ethical leadership, positive membership development, social activities, academic excellence, community service, and the strong bonds of sisterhood and brotherhood. All of the national organizations have other chapters at neighboring colleges and universities and benefit greatly from strong alumni relations in the greater Cleveland area. The nine groups are listed below.

<table>
<thead>
<tr>
<th>Fraternities</th>
<th>Sororities</th>
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<tbody>
<tr>
<td>Delta Tau Delta (ΔΤΔ)</td>
<td>Chi Omega (ΧΩ)</td>
</tr>
<tr>
<td>Kappa Sigma (ΚΣ)</td>
<td>Gamma Phi Beta (ΓΦΒ)</td>
</tr>
<tr>
<td>Sigma Alpha Epsilon (ΣΑΕ)</td>
<td>Kappa Alpha Theta (ΚΑΘ)</td>
</tr>
<tr>
<td>Sigma Phi Epsilon (ΣΦΕ)</td>
<td>Kappa Delta (ΚΔ)</td>
</tr>
<tr>
<td></td>
<td>Kappa Kappa Gamma (ΚΚΓ)</td>
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</table>

Publications

Student publications include the student newspaper, The Carroll News, the university yearbook, The Carillon, and the literary magazine, The Carroll Review. Students are encouraged to work on more than one publication. An important adjunct to these publications is the photography done by their respective student staffs. Opportunities for participation in the editorial and business management of student publications are available to all undergraduates.

Intercollegiate Debate

The John Carroll Debate Society provides students an opportunity to participate in intercollegiate debate competition. The debaters travel extensively to major tournaments throughout the United States and have an enviable record of success in national and regional competition. In addition to major national invitational tournaments and regional tournaments, the teams also participate in novice and junior varsity competition. Interested students, including those without previous experience, are invited to join and learn how to debate.
Student Life

WJCU-FM

Students interested in broadcasting have the opportunity to join the staff of noncommercial radio station WJCU. The station format is an eclectic mixture of music styles, JCU sports broadcasts, and a variety of news and informational programs. Operated primarily by students, the station offers relevant training for students who may be planning careers in radio and an interesting broadcast experience for all participants. Trainee sessions are held at the beginning of each semester. WJCU (88.7 FM) is heard throughout the Greater Cleveland area.

Theatre

The Little Theatre Society provides theatre experience for students interested in various phases of dramatic production. Open tryouts are held for performances given several times each academic year. The facilities include the Marinello Little Theatre and Kulas Auditorium. Participation in the Little Theatre Society may lead to membership in Alpha Psi Omega, a national theatre honorary society.

Lectures

Students may acquaint themselves with a wide spectrum of viewpoints and topics by attending lectures given on campus by distinguished scholars and public figures. Some of these lectures, such as the Tuohy Interfaith Series, are designed to supplement the work of the regular courses of instruction; others, such as the Woodrow Wilson Lecture Series, open new fields of learning not covered by formal courses or provide commentary on vital current issues. In spring 2005 alone it was possible to hear, among many others, former U.S. poet laureate Robert Pinsky, author and women’s advocate Gwendolyn Mink, and Irish political activist Gerry Adams.

Music: Choir, Band, Organ

The choir and band activities on campus provide a wealth of opportunities for musically inclined students. The university sponsors the University Concert Choir, Schola Cantorum, JCU Mad*Jazz, Cecilia Singers, Chapel Ensemble, Concert Band, Jazz Band, and Pep Band. In addition, students may join the JCU Gospel Choir.

The Louise Mellen organ, one of the very few Spanish-style pipe organs in the United States, is located in Saint Francis Chapel. Built in Brussels by Patrick Collon, it provides a rare and quality instrument for the proficient or student organist. The Mellen Organ Concert Series features both international and U.S. artists.
Athletics

John Carroll University has traditionally stressed the importance of athletics as an integral part of the total development of students. With updated sports facilities, a strong, organized athletic program, and recreational opportunities of many kinds, all John Carroll students have the opportunity to participate in recreational and organized physical activities. The university also provides physical education classes and an active intramural/fitness program to meet the needs of its students at all levels of physical activity. John Carroll is committed to providing means for students to develop both minds and bodies.

The university first participated in intercollegiate athletics in 1916 and was a member of the President’s Athletic Conference from 1955 to 1989. Since 1989, John Carroll has been a member of the Ohio Athletic Conference (OAC), after previously departing that conference in 1949. Founded in 1902, the OAC is the third oldest conference in the United States.

John Carroll University currently sponsors intercollegiate competition in 21 sports. The men’s intercollegiate programs are football, soccer, indoor and outdoor track, cross country, basketball, swimming and diving, wrestling, baseball, golf, and tennis. Intercollegiate competition for women includes volleyball, swimming and diving, basketball, tennis, cross country, golf, indoor and outdoor track, soccer, and softball.

The Athletic Department oversees the Club Sport programs, which offer opportunities for students to compete against other colleges and universities. Students organize all club sports. Men’s ice hockey, crew, and women’s lacrosse have coaches, while men’s lacrosse, men’s volleyball, men’s and women’s rugby, skiing and snowboarding, sailing, and karate are student-led.

The intramural program provides competitive opportunities for approximately 1,500 students. Offerings include flag football, racquetball, inner-tube water polo, tennis, soccer, “Chicago-style” softball, volleyball, wrestling, men’s and women’s basketball, golf, bowling, and dodgeball.

The Recreation Department offers a wide variety of fitness and dance classes to students, faculty, and staff. There are opportunities to participate in kickboxing, step aerobics, toning, yoga, hip-hop dancing, swing dancing, and pilates.

The campus athletic facilities include the Johnson Natatorium, which has both a swimming and diving pool, an electronic timing system, and a pool surface ripple machine. The Tony DeCarlo Varsity Center was refurbished in 2002 and includes a varsity gym with a seating capacity of 1,300. The center also contains a wrestling room, equipment room, full training and rehabilitation room, as well as the offices of the Athletic Department. The Recreation Center provides additional facilities: two all-purpose courts for basketball, volleyball and tennis, three racquetball courts, an indoor banked running track, and locker facilities.
Student Life

The addition of the Ralph Vince Fitness Center, dedicated on February 23, 1991, has rounded out the recreational opportunities for all students, staff, and faculty. Cybex and free weight equipment offer state-of-the-art fitness and weight-training settings. Stairmasters, life cycles, treadmills, and cross trainers offer a variety of opportunities for cardiovascular improvement.

The outdoor facilities consist of the Don Shula Football Stadium, Wasmer Field, Bracken Softball Field, Schweikert Baseball Field, and tennis courts. The outdoor complex contains soccer and football practice fields, which also serve as multipurpose outdoor recreation areas. The Don Shula Stadium, which opened in fall 2003, is home to the Blue Streak football, soccer, and track teams. The stadium includes offices, locker rooms, a weight training facility, and the Don Shula memorabilia room. The stadium has a seating capacity of 6,000, and Wasmer Field has a modern “Astroplay” playing surface. Adjoining the stadium are three tennis courts, which are used for intercollegiate, instructional, and recreational play.

Awards and Honors

The university encourages leadership, service, and worthy citizenship through the promotion of extracurricular activities in student organizations. Students may merit awards by participation in these activities. Significant among these are:

Beaudry Award

The award, in memory of alumnus Robert Beaudry, is given annually to the student who, in the opinion of members of the senior class, has contributed most in the way of loyalty and service to the university throughout his or her years at John Carroll. Campus Ministry sponsors this award and conducts an annual election to determine the winner.

The Carroll News Person of the Year

The Carroll News Person of the Year is chosen by The Carroll News editorial staff. Candidates are nominated for exemplary service to the John Carroll community and are recognized for their achievement at The Carroll News banquet at the end of the year.

Millor Orator Award

In honor of the late Reverend William J. Millor, S.J., who served the university in a variety of posts over twenty-eight years, the officers of the senior class along with a panel of faculty and administrators each year select a member of the graduating class to make a presentation at the commencement ceremony.
Student Life

**Student Union Person of the Year**

The award is given annually to the student who has contributed the most by way of activity and service to the Student Union. The recipient is selected by the Student Union cabinet.

**Student Union Organization of the Year**

This annual award is given by the Student Union to the internal and external organization that by its activity and service has contributed the most to the Student Union. The recipients are selected by the Student Union Cabinet.

**Academic Awards**

**Accountancy**

American Express TBS/Hausser + Taylor Award; Ciuni & Panichi Award; Cleveland Public Accounting Firms Awards; Cohen & Co. Awards; Crowe Chizek Award; Deloitte Alumni Awards; Ernst & Young Awards; Grant Thornton Award; Howard Wershbale Awards; Institute of Internal Auditors Award; KPMG LLP Awards; Lubrizol Corporation Awards; Paragon Advisors Awards; Plante and Moran Award; PricewaterhouseCoopers Awards; Robert T. Sullens Awards; Skoda, Minotti and Company Award; Walthall, Drake and Wallace Award.

**Art History and Humanities**

Walter F. Friedländer Award for outstanding scholarship in art history; Geoghegan Award for outstanding scholarship in the humanities; Roger A. Welchans Award for outstanding achievement in the arts.

**Biology**

Outstanding Biology Major Award for superior academic performance and achievements by a graduating major.

**Boler School of Business**

John F. Michael Award for the essay which best develops an issue related to the interface of business and philosophy; Frank J. Devlin Academic Scholarships, tuition grants to outstanding business students; Student Business Advisory Council Award to the outstanding Boler School of Business graduating senior; the Patricia Relyea Boland/Ernst & Young Scholarship for Women in Business, awarded to a senior female student in the Boler School of Business who has exhibited exceptional academic performance and leadership; the Fiftieth Anniversary Scholarship, awarded to a senior student in the Boler School of Business who has exhibited exceptional academic performance and financial need.
**Student Life**

**Chemistry**

Edmund B. Thomas Scholarship for the outstanding incoming freshman chemistry student; American Institute of Chemists Award for excellent achievement in chemistry; Lubrizol Award for distinctive achievement in chemistry; Undergraduate Award in Analytical Chemistry (American Chemical Society); Honor Awards for outstanding freshman and sophomore students; Senior Chemistry Award for outstanding achievement in chemistry; American Institute of Chemists Award (senior) for scholastic achievement, leadership ability, and character; Undergraduate Award in Biochemistry; Clare Boothe Luce Scholarship for an outstanding female chemistry major.

**Classical Languages**

Joseph A. Kiefer, S.J., Award for outstanding achievement in Latin or Greek by a graduating senior.

**Communication and Theatre Arts**

Communication and Theatre Arts Department Scholastic Achievement Award and Outstanding Senior Award; Dean’s Cup and President’s Cup award for proficiency in debate; Plain Dealer Scholarship for significant contributions to collegiate journalism; Reardon Theatre Award; Patti Rosenfeld Scholarship for an outstanding senior; James T. Breslin Scholarship for television production; Alpha Psi Omega Award for contributions to theatre; Communications Department Theatre Production Award; General Electric Public Relations Scholarship; WJCU Outstanding Broadcaster Award; Joan Louise Cunniff Award in Interpersonal Communications; Hyde Park Forum Award for Public Speaking; Lee Andrews Broadcasting Award; William F. Buckley Award in Catholic Journalism; Kathryn Dolan Award for Department Service; Lawrence Druckenbrod Scholarship in Media Ethics.

**Economics and Finance**

John Marshall Gersting Award to an outstanding graduating major in economics; Omicron Delta Epsilon Award to the outstanding junior economics major with at least eighteen hours of economics; Sonia S. Gold Award for achievement and service to the department; David M. Benacci Award for promising investment managers; Joseph and Nina Bombelles Award for meritorious achievement and involvement in international, environmental, or global economic affairs; Finance Faculty Student Service Award; Financial Executive Institute Award to recognize scholastic achievement of a senior finance or accounting major planning a career in financial management; Wall Street Journal Award to an outstanding senior in finance.
Student Life

**Education**

- Francis Ted Huck Award for Excellence in Early, Middle Childhood, Adolescent and Young Adult, and Multi-Age Education; Joseph P. Owens, S.J., Scholarship Award (junior status); Fr. Joseph O. Schell, S.J., Award for math and/or science (senior status).

**Health Professions Advisory Committee**

- Terence H. Ahearn, S.J., Award to the outstanding graduating pre-health professions student.

**History**

- Scholastic Achievement Award to the outstanding graduating major; Fr. Howard T. Kerner, S.J., Scholarship Award.

**Management, Marketing, and Logistics**

- Outstanding Management Student Award; Outstanding Marketing Student Award; Outstanding Business Logistics Student Award; Walter F. Plattle Total Quality Management Scholarship; *Plain Dealer* Scholarship; Joseph P. Feeley Scholarships awarded to outstanding business logistic majors.

**Mathematics and Computer Science**

- Eugene R. Mittinger Award in Mathematics; Raymond W. Allen, S.J., Award in Teaching Mathematics; Brother Raymond F. Schnepf, S.M., Mathematics Scholarship; Academic Achievement Award in Computer Science; Mathematics/Computer Science Prize Scholarship; Frank and Frances Guinta Scholarship for mathematics or computer science majors.

**Military Science**

- Department of the Army Superior Cadet Awards; National Sojourners Award; Professor of Military Science Award; Retired Officers Association Award; AMVETS Award; Military Order of the World Wars Awards; Sons of the American Revolution Award; American Legion Scholastic Excellence and Military Excellence Awards; Reserve Officers Association Award; ROTC Instructor Group Award; Daughters of the American Revolution Award; Association of the U.S. Army Award; Catholic War Veterans Award; Daughters of Founders and Patriots of America Award; 82nd Airborne Association Award; American Defense Preparedness Award; George C. Marshall Award.

**Modern Languages**

- Scholastic Achievement Awards in the elementary, intermediate, and upper-division categories; Lucien A. Aubé Award for outstanding achievement in French by
Student Life

a graduating senior; J. W. von Goethe Award for outstanding achievement in German by a graduating senior; René Fabien Scholarship for outstanding students of German; Robert Corrigan Award for outstanding achievement in Spanish by a graduating senior. Outstanding students in French are inducted into the Kappa Eta Chapter of Pi Delta Phi, the national French honor society. Outstanding students in German are inducted into the Lambda Delta chapter of Delta Phi Alpha, the national German honor society. Outstanding students in Spanish are inducted into the Pi Lambda Chapter of Sigma Delta Pi, the national Spanish honor society.

Philosophy

Paul Johnson, S.J., Award for distinctive achievement in philosophy by a graduating senior; William J. and Honoré M. Selhorst Award, based on grade-point average and recommendations, to the outstanding junior or juniors majoring in philosophy; the David Matthew Bonnot Award in recognition of outstanding writing done by seniors or juniors majoring in philosophy.

Physics

Lawrence J. Monville, S.J., Award to the outstanding graduating major; Joseph L. Hunter Award for outstanding scholarship by a major; Lubrizol Award for distinctive achievement in physics; Lawrence J. Monville, S.J., Scholarship for exceptional incoming physics students; Edward T. Hodous, S.J., Physics Scholarship for an exceptional physics student.

Political Science

Scholastic Achievement Award to the outstanding graduating major.

Psychology

Psychology Distinguished Achievement Award for psychology students who have demonstrated outstanding scholarship and research; Psychology Achievement Award for psychology students who have demonstrated exceptional commitment to the Department of Psychology.

Sociology

Robert B. Carver Outstanding Senior Achievement Award; Allen Zeaman Memorial Award for highest achievement in sociology by a major in junior year; John R. Carpenter Award for academic and field work experience in criminology; Sandra Friedland Gerontology Award for commitment and dedication in the field of gerontology; Ruth P. Miller Award for outstanding undergraduate achievement in human service. Outstanding students are also inducted into the Tau Chapter of Alpha Kappa Delta, the national sociology honorary society, and are nominated for the honors program of the American Sociological Association.
Student Services

Campus Ministry

Grounded in the Catholic and Ignatian tradition, Campus Ministry serves persons of all faiths by:

- Animating a community of faith through vibrant worship, retreats, and small faith communities.
- Promoting a faith that does justice through education, advocacy, service, and reflection.
- Fostering the development of whole persons who are servant leaders in their local, global, and faith communities.

Faith and justice are at the heart of the programs, liturgies, retreats, and service opportunities that Campus Ministry promotes. Students are encouraged to explore, deepen, and celebrate their faith. They are also called to action for the purpose of learning about and working for justice.

In collaboration with other university departments, Campus Ministry organizes service/immersion trips. Students join members of the faculty and administration in rural, urban, and international areas. Together members of the JCU community serve others, experience their cultures, and build lasting friendships. Recent trips have included El Salvador; Duran, Ecuador; Tijuana, Mexico; Brooklyn, New York; Big Ugly, West Virginia; Eagle Butte, South Dakota; Immokalee, Florida; and downtown Cleveland.

The retreat programs offer students the opportunity to reflect and to integrate their faith with their daily lives. Many of the retreat programs are rooted in Ignatian spirituality, including the First-Year Retreat, Manresa Retreat, Leadership Retreat, Wilderness Retreat, and Eight-Day Silent Retreat, which is based on the Spiritual Exercises of St. Ignatius.

While retreats offer a focused time for prayer and reflection off-campus, small faith sharing groups offer students an ongoing way to integrate faith and their college experience. Groups consist of six to ten people who meet weekly in the residence halls.

Campus Ministry also serves the community in celebrating faith through liturgies and prayer services, including the Mass of the Holy Spirit, Parents Weekend Mass, Christmas Carroll Eve, and the Baccalaureate Mass. In addition to interfaith and other seasonal prayer services, eight Eucharistic liturgies are offered each week. Students provide leadership in liturgical ministries such as lector, Eucharistic minister, Mass coordinator, sacristan, cantor, choir member, musician, and acolyte. They also serve the community as music ministers and members of the Chapel Ensemble and the Schola Cantorum.
Student Services

Some members of the Campus Ministry staff live in the residence halls, where they serve as chaplains.

Campus Safety Services (CSS)

Campus Safety Services was established as a police department under the Ohio Revised Code (ORC 1713.50) by the Board of Directors of John Carroll University. This designation gives officers the same legal authority as any municipal police officer or deputy sheriff. Campus Safety Services works to provide a safe and secure environment for all members of the university community. In order to provide this safe environment, officers work 24 hours a day, 365 days a year, monitoring the campus, promoting safety, and encouraging personal responsibility for safety.

The CSS office is located on the lower level of the Lombardo Student Center, in Room 14. The Belvoir Gate House is staffed 24 hours a day. CSS can be reached by calling extension 4600 from any campus phone or (216) 397-4600 from off-campus. Courtesy phones are located inside buildings throughout campus.

In addition to safety patrols and building checks, CSS officers also answer calls for service, provide escorts upon request, check alarms, and investigate suspicious situations. CSS follows up on reports and takes action as appropriate, including making referrals to the Dean of Students or pursuing criminal charges through the courts. CSS officers work in conjunction with residence life staff, the university administration and local police to seek compliance with and enforce John Carroll policies, local ordinances and state law.

CSS is responsible for parking management. Parking on the campus is by permit only. Freshman and most sophomore resident students are not permitted to have cars on campus. Student permits are sold at the beginning of each semester. Daily permits are sold in the CSS office. Vehicles without a permit or improperly parked may be towed by CSS at the owner’s expense.

Center for Career Services

The Center for Career Services offers a broad range of career-related services to students. These include career counseling, career planning classes, internships and job search assistance.

Career Counseling

Clear career decision-making is essential to creating and implementing a successful career plan. Students may schedule individual appointments with a licensed career counselor to assess their values, interests, personality and abilities as related to majors and careers; learn the career decision-making process; and create tentative career plans.
Career Planning Classes

The Center offers a one-credit course, Introduction to the World of Work (CE 101), which introduces students to the career decision-making and planning process in a structured environment. Students learn to assess their personal attributes as they relate to majors and careers, develop an awareness of the working world, and acquire knowledge regarding tools and strategies for conducting a successful job search.

The Cooperative Education Program

The Cooperative Education Program offers students the opportunity to integrate classroom learning with “real world” experience by serving internships related to their academic and career goals. Professional work experience helps students to clarify their career goals, gain resume-building experience, increase their sophistication about the world of work, and develop core competencies required for their preferred career field.

Internships may be paid or unpaid depending on the student’s career field of interest. Internships are eligible for credit or non-credit transcript notation. Work assignments relate to students’ career interests and majors and are arranged to allow them to advance in terms of levels of responsibility and required competencies as they mature and progress through the curriculum. Through this program, students may earn a maximum of three credit hours over their university careers. In order to receive credit, students must secure approval from a Career Center advisor prior to registration and before work has started.

On-line Job Listing and Resume Posting Service

Students can access postings for permanent full-time jobs, internships, and summer and part-time work experiences through an on-line service available 24 hours per day to those registered with the center. John Carroll University participates in a pooled internship program that allows students to apply on-line for internships posted by sixteen universities throughout the northeast Ohio region. Students may also post their resumes on-line to be reviewed by approved employers seeking candidates.

Senior Job Search Assistance

Registered seniors may consult a career advisor for assistance with their search for a permanent job after graduation. Advisors help students develop job search strategies, identify potential employers, and prepare for interviews.

Students of all majors may participate in the on-campus interview program. Approximately 200 employers recruit on campus each year through this program. The Center for Career Services also sponsors three job fairs each year as well as special programs and presentations related to the job search.
Student Services

Grasselli Library and Breen Learning Center

Originally dedicated in 1961, Grasselli Library doubled its capacity (to 100,000 square feet) in 1995 with the opening of the Breen Learning Center wing. The library houses more than 600,000 cataloged books, bound periodicals, and audiovisual items and offers private and group study spaces, an electronic classroom, a snack room with vending machines, and an open-air reading garden. A 38-seat Computer Commons is adjacent to the reference area as is the Student Multimedia Center. Reference assistance is available in person, through e-mail and online chat, and by instant messaging. The library has a laptop-lending program for student use on the premises.

Through the library’s participation in OhioLINK, members of the John Carroll community can borrow from the 40,000,000-plus items in the more than eighty member libraries throughout the state. These loans are self-initiated for a three-week loan period with one renewal. They arrive in two to three days. Resources not available at Grasselli or through OhioLINK can be borrowed through interlibrary loan.

Memberships in OhioLINK and in the Association of Jesuit Colleges and Universities (AJCU) help Grasselli Library to offer access to 24,000 e-books, e-journals and databases to aid students and faculty in their research. The library provides off-campus access for authorized users to most of its electronic products. More information on the collections and services of Grasselli Library and Breen Learning Center is available from the home page of the library at http://library.jcu.edu.

Information Services

The Information Services Department provides a wide variety of information technologies throughout the campus, including multi-media classrooms in support of teaching and learning; administrative electronic information systems; high-performance networks for computer, voice and video communication; a widely distributed array of application/file servers; and support for desktop/laptop computers. The department maintains eight computer classrooms and nine computer laboratories equipped with desktop computers and a variety of multimedia presentation facilities; it also provides computer help-line and personal assistance to students, faculty, and staff. In addition, the Faculty Technology Innovation Center has advanced computer systems and staff support to assist faculty in employing the most up-to-date learning technologies in their curricula.

Throughout the campus, there are nearly seventy classrooms and labs equipped for advanced electronic multimedia presentations. Over fifty of these include an instructor podium with an integrated touch-screen control station, multimedia computer, DVD, VCR, document camera, and electronic whiteboard with projection and file-capture capabilities. Ten of the classrooms contain a total of 260 student computer stations. The labs have full Internet access, including the World Wide Web, e-mail, and a multitude of other software packages selected by professors as supplements to classroom instruction. There are also six public computer labs on campus. All sites are
Student Services

connected via local networks to the campus-wide fiber optic Gigabit Ethernet network. In addition, the campus network and the Internet are accessible from anywhere on the campus— including all outside spaces—through a comprehensive wireless network. The Banner2000 administrative information system provides students and faculty with many web-accessible records and services.

There is a data port to the campus network for each student in every room of the student residence halls. Students having their own PC with a Network Interface Card (NIC) have access to a complete array of campus computing and information facilities from their rooms, including the JCU Grasselli Library and other libraries throughout Ohio and around the world, not to mention the global Internet in general.

Office of Multicultural Affairs

A great university values cultural diversity, nurtures growth, and provides academic excellence for the entire community. In pursuing this vision, the Office of Multicultural Affairs (OMA) promotes a holistic educational experience by providing educational, spiritual, social, cultural, and recreational opportunities. The OMA also develops programs that increase understanding and appreciation of cultural differences and similarities by familiarizing the university community with underrepresented populations (African American, Latino/a, Asian, Native American, Middle Eastern, and Lesbian, Gay, Bisexual and Transgender [LGBT]).

In addition, the OMA works with other offices, organizations and departments to improve awareness of and appreciation for racial and cultural diversity for the university community. Through direct service to students, and by providing a positive influence on the general campus climate, the OMA seeks to enhance the recruitment, retention, success, and graduation rates of underrepresented students.

The OMA provides scholarships, grants, mentors, and tutors for underrepresented students. Its staff designs and presents cultural and educational programs to meet the needs of a growing culturally diverse student body. It also assists faculty and administrators in recruiting candidates from underrepresented populations and in providing professional growth activities.

Office of the Registrar

The Office of the Registrar is responsible for the maintenance and preservation of all university academic records.

Registration: Students register for courses by using an on-line electronic system. Changes in registration (e.g., adding/dropping a course, withdrawing from a course) are also processed by the office. For further information about registration, see page 105 of this Bulletin.

Transcripts: Students who wish transcripts of records in order to transfer to other schools or for other purposes should apply in person or by signed letter to the Office of the Registrar at least two weeks in advance of need. To protect students and alumni, no
Student Services

telephone requests for transcripts will be honored. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university to which transfer is desired. A fee of $3 is required for each transcript. Transcripts are released only when all outstanding balances have been paid.

Access to grades: Each student may have access, on a read-only basis, to his/her own academic record. To use this service the student must acquire a Banner ID and PIN, available from the Office of the Registrar, and then view the record on the web from the Banner website.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s educational records within 45 days of the day the university receives a request for access.

   Students should submit to the registrar, dean, chair of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that person will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

   Students should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested, it will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

   Student requests for formal hearings must be made in writing to the Academic Vice President who, within a reasonable time of receiving such requests, will inform students of the date, place, and time of the hearing. The Academic Vice President, the Vice President for Student Affairs, the Dean of the Graduate School, and the academic dean of the student’s college or school will constitute the hearing panels for challenges to the content of education records.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person
employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by John Carroll University to comply with the requirements of FERPA.


5. The right to withhold directory information. The university has designated the following as directory information: student name, address (including e-mail address), telephone number, date and place of birth, major field of study, class year and enrollment status, dates of attendance, degrees and awards received, the most recent previous educational institution attended, participation in officially recognized activities and sports, and weights and heights of members of athletic teams.

Students may refuse to allow the university to designate the above information about them as directory information by notifying the registrar in writing within two weeks after the first day of class for the fall semester. Students must submit an annual written notification of refusal to allow the designation of directory information.

Services for Students with Disabilities

John Carroll University is committed to providing an education suited to each individual student’s needs and talents. This commitment includes assuring equal access and reasonable accommodations for students with disabilities. The Coordinator of Services for Students with Disabilities serves as the contact person for students with disabilities, facilitating communication between and among the students, faculty, and other professionals as necessary.

Admitted applicants and enrolled students who believe they need accommodations should contact the coordinator at (216) 397-4967 (Voice/TTY) as early as possible to allow time for an individualized process to determine the most appropriate and reasonable accommodations for the student.
Student Services

Student Health Center

The Student Health Center is an out-patient facility for students. Located on the lower level of Murphy Hall, it provides health care during posted hours seven days a week while the university is in session. The Health Center is staffed by local physicians, registered nurses, and health-care professionals. John Carroll also has a student-led EMS (emergency medical service) squad that is on duty whenever the center is closed.

Students are charged for laboratory tests and for the service of the attending physician. They receive over-the-counter medications free of charge.

University Hospital and Hillcrest Hospital provide overnight hospitalization and after-hours emergency care. Numerous physicians from the Cleveland Clinic and University Hospital are available for referrals.

University Counseling Center

The University Counseling Center provides free, personal, and confidential counseling to students of the university community. An initial session with an intake counselor allows a student to share concerns about relationships, family difficulties, stress, loneliness, eating problems, sadness, test or performance anxiety, academic problems, and other matters. During the intake session, the counselor will help students assess their needs, gather information, stress the confidential nature of the counseling relationship, and assign them to a counselor. Counselors are available to meet on an individual basis or in groups with students seeking help. Students may contact the University Counseling Center directly for an appointment at 397-4283.
Liberal Education at John Carroll University

A liberal education consists of two parts, a core curriculum and study in depth in a major field. All undergraduate degree-seeking students initially enroll in the College of Arts and Sciences, where they fulfill division requirements of the University Core Curriculum. The liberal arts deal with the creative, social, and scientific developments of past and present cultures and their ideals and human values. These studies impart an appreciation for complexity and the ability to think critically, to solve and resolve problems, and to write and speak with precision and clarity.

The John Carroll Core Curriculum in the Liberal Arts is informed by the principles that issue from the university’s mission as a Catholic and Jesuit institution of higher learning. Accordingly, the Core emphasizes the development of whole human persons who are educated in the humanizing arts and sciences; skilled in expression and in scholarly investigation; and aware of the interrelationship of all knowledge and the interdependence of all peoples. Moreover, it promotes the integration of faith and culture by imparting a deeper knowledge of, and respect for, the students’ own cultural and religious traditions as well as those of others. Finally, it highlights intellectual, moral and spiritual principles, and the responsible social actions which flow from them.

The second part of their liberal education has students concentrating study in a major field. The liberal arts Core and major programs are integrated into a coherent educational experience to prepare students for positions of leadership and service in professional, business, and service careers.

The University Core Curriculum in the Liberal Arts

As a means to achieve the goals stated above and other goals significant to the university’s mission, the Core has a distributive structure as well as distinctive emphases. The Core thus allows selectivity while also stipulating certain academic experiences which are important for all students.

In the Core, all students must take:

- A first-year seminar, which is an academic experience in common with other students that provides an interdisciplinary introduction to academic inquiry.
- Two courses in first-year composition that develop written expression.
- A writing intensive course that extends the significance of excellent expression beyond first-year composition.
- A course in speech communication that develops oral expression.
- A year of foreign language that provides the basic tools for understanding another culture and its literature.
- A literature course that develops the abilities to read critically, write clearly, and appreciate the working of the human imagination.
Liberal Education at John Carroll University

- A history course that deepens the awareness and appreciation of other civilizations or the historical roots of a student’s own society.
- A mathematics course that develops logical thinking, problem-solving skills, and an alternative way of viewing the world.
- A laboratory science course that acquaints a student with the scientific method and with a variety of laboratory techniques.
- A course that focuses on issues of diversity, which might include gender and race.
- Two international courses that expand a student’s horizons.
- Three courses in philosophy: one that introduces the central problems and methods of philosophy; and two additional courses, forming a logical sequence.
- Two courses in religious studies: one that examines the nature of religion and religious language, faith as it relates to reason and experience, the study of sacred scriptures, and the development of religious traditions; and one additional course.

The distributive requirements are designed to combine with the specific requirements to provide an equilibrium among disciplines as well as to create a coherence that will enable students to integrate their Core experience successfully. Please refer to the schematic presentation of the Core on page 59.
# Liberal Education at John Carroll University

## UNIVERSITY CORE

**DIVISION I**

**BASIC CORE**
- First-Year Seminar (3 cr.)
- English Composition (6 cr.)
- Speech Communication (2 cr.)
- Foreign Language (6 cr.)

**DIVISION III**

**SOCIAL SCIENCES**
- Economics
- Political Science
- Sociology

**DIVISION V**

**PHILOSOPHY AND RELIGIOUS STUDIES**
- Philosophy (9 cr.)
- Religious Studies (6 cr.)

**DIVISION II**

**HUMANITIES**
- Art History
- Communication and Theatre Arts
- Classical & Mod. Lang. & Cultures
- English
- History

**DIVISION IV**

**SCIENCE AND MATHEMATICS**
- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics
- Psychology

### Additional Requirements:
- one writing-intensive course beyond English Composition
- two international courses (one of which must study one or more societies of Asia, Africa, or Latin America)
- one course which focuses on issues of diversity

*English* placement is determined on the basis of individual needs as indicated by test scores submitted at the time of admission, and writing samples. The *Speech Communication* requirement is normally satisfied by completion of CO 100. A competence examination is available through the Department of Communication and Theatre Arts for those who have completed at least one year of high school speech. The *Foreign Language* requirement is satisfied by two courses in the same language at the level of placement.

**Three courses:** one literature course, one course in either History (HS) or Art History (AH), and one additional course.

**Two courses from two disciplines.**

**Three courses:** 10 credits minimum: one in Mathematics (MT); one, with laboratory, in Biology (BL), Chemistry (CH), or Physics (PH); and one additional course.
DISTRIBUTIVE CORE

Not all courses in departments named below are “Core” courses. The University Core Committee determines which courses satisfy the criteria for Core courses. The course schedule for each semester will designate which courses fulfill Core requirements. (Check computer listings for updates.) See pages 64-65 for a list of approved Core courses as of May 1, 2005. This list is subject to change, and a current list is maintained in the office of the dean of the College of Arts and Sciences.

Division I: Basic Core

The ability to formulate ideas clearly and to present them effectively in written and oral form is characteristic of the Jesuit educational tradition, *eloquen*zia *perfecta*. The study of foreign language provides the basic tools for understanding another culture and its literature. Through courses offered by the Department of Classical and Modern Languages and Cultures, the Department of Communication and Theatre Arts, and the Department of English, students are expected to become competent in speaking and writing and to demonstrate that competence throughout their course work. In addition to the skills described above, a first-year seminar provides an interdisciplinary introduction to academic investigation.

The **First-Year Seminar (FY SEM)** offers an interdisciplinary introduction to academic investigation. It focuses on common readings, thematically organized, and on the perennial questions of human experience, and is taught by faculty from all areas of the university. A graded course characterized by disciplined investigation of topics and consistently rigorous academic standards, the seminar features:

- An environment that promotes the early development of academic skills in first-year students and fosters a serious attitude toward academic activities and responsibilities.
- A pedagogy that emphasizes active learning and develops students’ skills in critical inquiry and problem solving.
- A context that promotes collaborative and integrated learning.
- An atmosphere in which faculty facilitate discussion while sharing a learning experience in which they are not necessarily “expert.”
- A milieu in which students learn to question and clarify their values.
- An emphasis on the development of written and oral skills.

Transfer students with 25 or more accepted credits may waive the First-Year Seminar.
Liberal Education at John Carroll University

Competence in Oral Communication

The ability to speak effectively and clearly before audiences is an essential goal of the Core. Students must demonstrate competence in speaking before an audience as a requirement for graduation. In addition to this minimal requirement, students should seek frequent opportunities throughout their college career to improve speaking skills through presentations and reports before other audiences.

The requirement in speech communication is normally satisfied by successful completion of CO 100. This requirement in speech may also be satisfied through an examination administered by the Department of Communication and Theatre Arts for those students who have completed at least one year of high school speech.

Competence in Written Communication

Fluency in written expression is essential to a liberal education. The university expects students at all times to maintain acceptable standards of written English. Failure to maintain these standards in any class work may result in the lowering of the final course grade. Prior to such grade reduction, the instructor will return at least one assignment to the student with a written warning that the student’s writing is not of acceptable quality.

All students must demonstrate a satisfactory level of writing competence before graduation and are urged to take courses each year that will progressively sharpen writing skills through papers and other exercises. Those with writing deficiencies should seek tutorial and other remedial help.

The university provides writing instruction in three ways: two courses in composition in the first year introduce students to college-level reading and writing abilities and stress the processes of composing and revising analytical and argumentative prose; a writing-intensive course at a more advanced level in the student’s major or elsewhere in the curriculum extends the practices of good writing into the context of disciplinary inquiry; and in all courses professors hold high standards for writing and offer appropriate support and instruction. All students are encouraged to use the Writing Center throughout their time at John Carroll for individual instruction and guidance in good writing.

The level of placement for English composition (usually EN 103, 111, or 114) is determined on the basis of individual needs as indicated by test scores submitted at the time of admission, by high school GPA, and by an essay examination taken during summer orientation for first-year students. See page 204 (English) for further details.

Competence in Foreign Language

The foreign language requirement is satisfied by two courses in the same language. Students may begin a new language or continue a language at their level of competence, as determined by placement examinations administered during the orientation for
Liberal Education at John Carroll University

first-year and transfer students. International students (see page 22-23) whose native language is not English are exempt from the foreign language requirement.

Nontraditional students (defined as part-time students, evening students, and students who began or returned to college after an absence of five years from formal education) may satisfy the foreign language requirement by an alternative method approved by the chair of the Department of Classical and Modern Languages and Cultures, the director of the Core Curriculum, and the dean of the College of Arts and Sciences. Students with documented language learning disabilities may avail themselves of this alternative method on the recommendation to the Core Committee of the coordinator of Services for Students with Disabilities.

Requirement: First-Year Seminar (3 cr.); English composition (6 cr.); speech communication (2 cr.); foreign language (6 cr.).

Division II: The Humanities

The Humanities study the intellectual and cultural foundations and values, primarily of the Western tradition, through literature, languages, the rhetorical arts, and the history of ideas, as well as the theoretical, historical, and aesthetic studies of the visual and fine arts. These studies develop an awareness of the relationship of the present to the past, a sensitivity to aesthetic expression, and the ability to make critical discernments and to express them cogently.

The literature requirement is satisfied by a course from either the Department of English or the Department of Classical and Modern Languages and Cultures. The chosen course will be one in which literature is studied as an aspect of culture, a historical period or a genre.

Appropriate disciplines: Art History (AH); Classical and Modern Languages and Cultures (CMLC); Communication and Theatre Arts (CO); English (EN); and History (HS). Basic speech, first-year English composition and language skill courses are excluded here, since they are required in their own division of the Core.

Requirement: 9 cr. - three courses: one literature course; one course in History (HS) or Art History (AH); one additional course.

Division III: The Social Sciences

The Social Sciences study the human condition, that is, the nature of human behavior, human interaction in group life, and the effect of social, political, and economic forces on humanity over time. Their methodology incorporates descriptive and analytical techniques. These disciplines enhance the understanding of the humanities and natural sciences by showing their operation in everyday life, and thus are necessary for a liberal education.
Liberal Education at John Carroll University

**Appropriate disciplines:** Economics (EC); Political Science (PO); and Sociology (SC).

**Requirement:** 6 cr. - two courses from two disciplines.

Division IV: The Sciences and Mathematics

The physical and life sciences provide introductions to both the quantitative and qualitative study of life, matter, and the physical universe, and are basic to a liberal education. The study of science, requiring basic steps of observation, organization of data, and the construction and testing of hypotheses, is best understood in applications through laboratory and field experimentations. Mathematics, in itself an essential component of the liberal arts, also provides the relational and computational tools necessary for scientific inquiry.

**Appropriate disciplines:** Biology (BL); Chemistry (CH); Computer Science (CS); Mathematics (MT); Physics (PH); and Psychology (PS).

**Requirement:** 10 cr. minimum - three courses: one Mathematics (MT) course; one laboratory science course in Biology (BL), Chemistry (CH), or Physics (PH), or a laboratory science course which integrates these three disciplines; one additional course.

Division V: Philosophy and Religious Studies

Philosophy examines the formative concepts underlying world culture and teaches the ability to interpret and integrate these concepts as well as the skills for the development of arguments and conceptual and logical analyses—both formal and dialectic—necessary for the integration of the intellectual, ethical, and practical aspects of life.

Religious Studies recognizes the phenomenon of religion as a universal and fundamental part of human culture and encourages the examination of the world’s faith communities through the analysis of religious writings, teachings, and practices. In keeping with the university’s Jesuit heritage, special emphasis is given to the Roman Catholic tradition.

In both philosophy and religious studies the introductory course acquaints students with those disciplines in a manner that ensures a common basis of knowledge for courses that will follow the introductions to the disciplines.

**Requirement:** 15 cr. PL 101, followed by one PL course in the history of philosophy at the 200 level, followed by one PL course on specific philosophical problems and topics at the 300 level; RL 101, and one other RL course at the 200 or 300 level.
Liberal Education at John Carroll University

THE CORE CURRICULUM IN THE LIBERAL ARTS

Approved Division Core Courses

**Division I**

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### Liberal Education at John Carroll University

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**Liberal Education at John Carroll University**

**ADDITIONAL CORE REQUIREMENTS**

The following content and methodology requirements may be satisfied through the above distributive core requirements or through other approved courses. The University Core Committee will determine which courses may satisfy these requirements.

- **Writing Intensive Course**
  
  **Requirement:** One course (designated “W”) beyond English Composition.

  Since courses throughout the curriculum will be designated as “W,” students may graduate with several such courses. The primary goal of this requirement is to enable students to carry into their upper-division courses the discipline and habits of good writing nurtured in composition courses. A second yet equally important goal is to intensify the expectation of professors throughout the university for excellent standards of expression in all written assignments.

- **International Courses**
  
  **Requirement:** Two International courses designated “R” or “S” from throughout the curriculum, at least one of which is designated as “R”.

  The University Core seeks to increase students’ awareness and knowledge of the world beyond the borders of the United States. International courses introduce and analyze the values, beliefs, or practices that characterize other nations or societies. International courses seek to familiarize students with other societies, to decrease stereotyping, and to improve students’ ability to function as global citizens in the 21st century. At least one of the international courses must focus on the study of one or more nations or societies historically distinct from Western civilization, such as those of Africa, Asia, and Latin America. These courses will be designated with the suffix “R” (Required international courses). For their second international selection, students may choose either a second “R” course or from among courses designated as “S.” The “S” designation refers to courses which study one or more nations or societies historically within Western civilization.

- **Diversity Course**
  
  **Requirement:** One course from throughout the curriculum (designated as “D”).

  The University Core seeks to increase students’ awareness of alternative world views and life ways that form the basis of social life for an identifiable population. The Core thus requires that students take at least one course reflecting diversity within a society so as to increase tolerance and discourage stereotyping. Such courses include, but are not limited to, those dealing to a large extent with minority or marginalized populations. Such courses will seek to encourage academic understanding of these alternative views and life ways through a variety of approaches. These include description, analysis of the issues and processes of marginalization, analysis of status in the larger society, and/or comparison with other populations. They will seek to
examine not only differences between these populations and others, but also diversity within these populations.

While some courses may be designated as “D” and “R” or “D” and “S,” students may use such courses to fulfill only ONE of these designations and not both.

Waiver of Core Requirements

Recognizing that personal achievement is the ultimate goal, the university is aware that some individuals may achieve desired competence in specific areas without formal course work (e.g., through private study, or by means of particular moral or religious formation). Where such proficiency can be established, the dean of the College of Arts and Sciences is empowered to waive a specific Core requirement. Such a waiver does not include or imply the granting of credit hours.

Education in Depth

The Major

Degree candidates must choose a department of instruction in which they will undertake a program of concentrated study. This choice should be made before the end of the sophomore year. Students majoring in one of the natural sciences or education, however, usually select their major in the freshman year. Some other departments also encourage early determination. Later choice may result in prolonged completion of the degree program.

At the appropriate time, students must apply in person to the department of their choice to request acceptance into a major. The application may be accepted, conditionally accepted, or rejected by the department. Only after formal acceptance are students considered majors. Thereafter, they must be guided in selection of their courses in their program by the department chair or an advisor appointed by the chair.

The dean and the chair of the major department may refuse the application for a given major of a student who has not shown sufficient promise in that particular subject. If a department grants only conditional acceptance, it may reject the student as a major at the beginning of the second semester of the junior year or after the student completes six credit hours of upper-division work in the department or upon evidence of continued academic deficiency.

Any change affecting the fulfillment of major requirements must be approved in writing by the appropriate dean and department chair.

Students are held to major requirements in force at the time of their acceptance into the major. If after this they change their curriculum or their major for any reason, they are held to the major requirements in force at the time of acceptance into the new major.
Liberal Education at John Carroll University

Double Major

Some students wish to complete two majors within their academic program. This is permitted providing the students are accepted as a major by both departments (and both departments so notify the appropriate dean), are assigned an academic advisor in each department, and complete all the requirements in force at the time of acceptance for each major. Please note: It is understood that, even though two majors may be completed, only one degree will be awarded upon completion of all requirements. Thus, in some situations, students with a double major will have to choose between the B.A. and the B.S. degree.

Standing in the Major

Candidates for a degree must complete the required sequence of courses in the major field of study with at least a C average (2.0). Students who fail to maintain this average may be required to change majors.

All courses taken in the major field will be computed in the quality-point average required for the major.

Comprehensive Examinations

In addition to the fulfillment of all general and specific degree requirements, many departments require candidates to pass a comprehensive examination in the major field. Consult specific disciplines for requirements. Comprehensive examinations are concerned with the major subject as a whole, not so much with particular courses. Their purpose is to encourage students to mature and integrate their knowledge by personal effort and private study.

Students are urged to begin preparing for the comprehensive examination as early as the junior year. They may be aided by syllabi published by the departments. Comprehensive examinations are usually taken in the final semester of the senior year, when students have completed or are taking the last course(s) to complete major requirements. Students in the College of Arts and Sciences who fail to perform satisfactorily in the comprehensive examination are permitted to retake the examination or an equivalent one within the same semester.

Degree candidates in the Boler School of Business may be required to pass a comprehensive examination testing the grasp of principles and relationships and the ability to reach reasonable solutions to typical business and economic problems. Candidates may also be required to pass a comprehensive examination in the major field. Such examinations may be oral or written, or both. Students who fail to perform satisfactorily in the comprehensive examination will be required to take the examination the next time it is scheduled.
Minors and Concentrations

The College of Arts and Sciences offers a number of minors and interdisciplinary concentrations. The Boler School of Business offers a minor in business and a concentration in International Business. Concentrations and minors are optional. They are described in other sections of this Bulletin.

Electives

Courses not required in the Core or in the major are considered electives. Elective courses should be chosen, in consultation with the academic advisor, for a definite purpose – to provide for greater breadth and depth in the total educational program, to provide support for a major field, or as further preparation for a future career.

Independent Study in the Major and Electives

For students who demonstrate superior ability, an instructor may suggest a plan of independent study that shall include some remission of the obligation of regular class attendance. Independent-study plans in each case shall have the recommendation of the department chair and the approval of the appropriate dean.

Writing Center

The Writing Center offers tutorial assistance to all students, faculty, and staff in the university. Located in the O’Malley Center, Writing Center consultants are able to assist with all aspects of the writing process, from First-Year Seminar papers to graduate theses.
College of Arts and Sciences

The College of Arts and Sciences was established in 1886 under the name St. Ignatius College. The college is coeducational and initially enrolls all undergraduate degree-seeking students, both full-time and part-time.

In addition to the University Core Curriculum in the Liberal Arts, the College of Arts and Sciences offers programs of study in thirty majors leading to degrees of bachelor of arts (B.A.), bachelor of arts in classics (B.A.Cl.), and bachelor of science (B.S.). Candidates for the degree bachelor of arts in classics must complete four courses in Latin (at or above LT 202) either as part of or in addition to other degree requirements.

Applying for Admission

All potential students seeking undergraduate admission to the university apply through the Office of Admission.

Transfer students and part-time students should refer to the pertinent admissions procedures described on pages 19-21 of this Bulletin.

Applicants must follow the general university regulations on admission, explained fully in the admission section of this Bulletin, pages 15-24.

Majors and Degrees

The major normally consists of a group of courses in a single department, a number of which must be in the upper division. The specific courses, the number to be taken for the major, and the order in which they are to be taken are defined in the sections of this Bulletin devoted to departments and course descriptions, pages 124ff.

Single-Discipline Majors

Majors may be taken in the following fields, leading to a bachelor of arts or bachelor of arts in classics degree:

Art History
Classical Languages
(Greek, Latin)
Communication
Economics
Education
Early Childhood
Middle Childhood
Multi-Age
English
History
Mathematics Teaching
Modern Languages
(French, German, or Spanish)
Philosophy
Physical Education and
Exercise Science
Physics
Political Science
Religious Studies
Sociology
Majors in the sciences may be taken in the following fields, leading to the bachelor of science degree:

- Biology
- Chemistry
- Computer Information Systems
- Computer Science
- Engineering Physics
- Mathematics
- Physics
- Psychology

Interdisciplinary Majors

**Humanities** - The humanities major is a self-designed liberal arts major, administered by the Department of Art History and Humanities. Coursework consisting of 33 hours above the B.A. Core divisional requirements is derived from the disciplines of art history, literature, history, religious studies and philosophy. For additional information on the major see pages 236-237. Coordinator: Dr. Leslie S. Curtis, Department of Art History and Humanities.

**World Literature** – An interdisciplinary major offered by the Department of Classical and Modern Languages and Cultures and the Department of English. Students should consult the chairperson of either department. The program of courses selected for the major must be approved by the dean.

Optional Minors

In addition to majors, most departments also offer optional minors, which normally consist of 18 to 21 semester hours of work in one department. Specific courses may be required by various departments. Consult the departments and course descriptions sections of this Bulletin, pages 124ff, for details.

Optional minors may be completed in the following fields:

- American Politics
- Art History
- Biology
- Business (through Boler School of Business)
- Chemistry
- Classical Studies
- Communication
- Computer Science
- Creative Writing
- Economics
- Engineering Physics
- English
- Foreign Affairs
- French
- German
- Greek
- History
- Humanities
- Latin
- Mathematics
- Philosophy
- Physical Education and Exercise Science
- Physics
- Political Science (General)
- Probability and Statistics
- Psychology
- Religious Studies
- Sociology
- Spanish
College of Arts and Sciences

Interdisciplinary Concentrations

In addition to the majors and optional minors listed above, interdisciplinary concentrations may be completed by students who so elect. These are described on pages 81-88 of this Bulletin.

General Requirements for Degrees

1. Candidates must earn not less than 128 credit hours, including all Core and major requirements, with a general average of at least 2.0 (C) for all course work at John Carroll University.

2. Candidates must have spent at least the last 30 hours of instruction in residence.

3. Candidates must have completed all the course and proficiency requirements for the degree sought.

4. Candidates must have completed all the major requirements with an average of at least 2.0. Similarly, optional minors and concentrations must be completed with at least a 2.0 average.

5. Students are held to the degree requirements in force at the time of their entrance into the college and program. If they are formally readmitted to the college, they are held to the requirements in force at the time of their readmission.

6. All degree requirements normally must be completed within 10 years of the date on which college work was begun. Exceptions must be approved by the dean, associate dean, or assistant dean.

7. Candidates must file an application for degree by the date specified in the academic calendar.

8. Candidates must have fulfilled all financial obligations to John Carroll University.

9. Attendance at the commencement exercises, though optional, is expected of all members of a graduating class.

Specific Requirements

Degree candidates must fulfill all Core and major requirements as explained in detail in this Bulletin. See the earlier chapter on Liberal Education at John Carroll University, pages 57-69, and note requirements for majors as specified in the sections under Departments and Course Descriptions, pages 124ff.
College of Arts and Sciences

Honors Program

The university offers an Honors Program to a selected number of outstanding students from both the College of Arts and Sciences and the Boler School of Business. Membership is open to those students who demonstrate potential for excellence as determined by such data as educational record, test scores, letters of recommendation, writing samples, and an interview with the program director.

Satisfactory completion of the Honors Program will be noted at the time of graduation and will be posted on each student’s permanent record. The diploma from John Carroll University will note that the recipient is an Honors Scholar.

The program, its requirements, and courses are described on pages 233-235.
John M. and Mary Jo Boler
School of Business

A Department of Business Administration was established in 1934 in the College of Arts and Sciences to provide professional training for students aspiring to positions of responsibility in the business world. This department was expanded in 1945 into the School of Business. In 1996, the School was named in honor of John M. and Mary Jo Boler.

Programs of concentration are offered in seven professional fields, leading to the degree of bachelor of science in business administration (B.S.B.A.) or bachelor of science in economics (B.S.E.). The Boler School of Business, through the Graduate School, also offers graduate programs leading to the master of business administration (M.B.A.) and master of science in accountancy (M.S.Ac.) degrees. These programs are fully described in the Graduate School Bulletin.

Mission and Core Values

The Boler School of Business develops and inspires tomorrow’s leaders through educational excellence in the Jesuit tradition.

The Boler School of Business carries out this mission by:

- Striving to foster the ongoing development of the highest standards of personal integrity among all members of its community.
- Promoting the achievement of educational excellence through a challenging course of studies.
- Emphasizing development and implementation of innovative techniques that keep it at the forefront of the dynamic business education environment.
- Nurturing the intellectual, personal, and moral development of each student and inspiring each to become a person for others.
- Committing to incorporate an international dimension into its teaching, research, and service programs.
- Encouraging all of its constituents to develop a sense of belonging and responsibility within the community, to respect and care for one another, and to take actions that they believe promote the common good.
- Believing that faculty scholarship is an essential part of the process that couples lifelong learning with teaching excellence.

More information regarding the Boler School’s core values is available from the dean’s office or on the Boler School’s website at http://bsob.jcu.edu.
Student Classifications

The Boler School of Business offers full-time and part-time programs. Students are classified as degree-seeking or sequence students, depending on the program in which they are enrolled. Sequence students are classified as part-time.

Applying for Admission

All potential students seeking undergraduate admission to the university apply through the Office of Admission.

Degree-seeking applicants must petition for admission to the Boler School after accumulating 45 semester hours of college credit. Applicants must have an average grade of C or higher for all course work completed at John Carroll University. In addition, applicants must have completed at least the following four courses from the Boler School of Business with an average grade of C or higher: AC 201, BI 106, EC 201, and EC 205. If the applicant transfers some or all of these courses to John Carroll from other institutions, then a minimum of a C average must be attained in at least 9 hours of course work completed in the Boler School of Business.

Students enrolled in the College of Arts and Sciences should complete a declaration of intent to major in business and submit it to the dean’s office of the Boler School. Applications are handed out at a seminar conducted each spring by the staff of the Boler School. Such action must be taken in conjunction with the first counseling appointment of the second semester of the sophomore year. After reviewing credentials, the Boler School will advise students that they are (a) accepted, or (b) deferred, or (c) ineligible.

Students unable to satisfy requirements for admission as degree candidates, but exhibiting ability to do college work at the junior level, may accumulate no more than a total of 30 credits in courses offered by the Boler School prior to being admitted as degree candidates. However, no credit received may be counted toward a degree until all admission requirements have been fulfilled.

Students transferring from other approved colleges and universities must satisfy the general university regulations governing transfer students. All transfer applicants are accepted into the College of Arts and Sciences, and the assistant dean of the Boler School of Business will evaluate transfer credit before approving acceptance into the Boler School.

Sequence applicants in business (post-baccalaureate students seeking knowledge in specific fields) should apply to the Office of Part-Time Admission (397-4257) for direct acceptance to the Boler School. Applicants should:

1. Complete the application form and return it to the Office of Part-Time Admission.
2. File with the Office of Part-Time Admission official transcripts of previous high school and college work. College graduates need file only transcripts from the college which granted the most recent degree.

3. After all credentials have been filed, meet with the assistant dean of the Boler School of Business for advising.

**Majors and Degrees**

Degree programs of the Boler School of Business consist of the professional core, the major, and electives – together totaling approximately 50% of the hours required for graduation. The core courses provide a study of the environment of business, its major functional areas, and its commonly used techniques of analysis. The major consists of a minimum of seven courses. Electives are chosen to give either depth or extension to the major.

Majors may be secured in the following fields:

<table>
<thead>
<tr>
<th>Accountancy</th>
<th>Business Logistics</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Information Systems</td>
<td>Economics</td>
<td>Marketing</td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidates for the degree of bachelor of science in business administration (B.S.B.A.) select accountancy, business information systems, business logistics, finance, management, or marketing, while candidates for the degree of bachelor of science in economics (B.S.E.) choose economics.

Optional minors are available through the College of Arts and Sciences (see page 71).

**General Requirements for Degrees**

To be eligible for a degree, candidates must satisfy the following general requirements:

1. The completion of a minimum of 128 credit hours of acceptable college work.

2. The completion in residence of 30 hours of business courses at the 300 and 400 level.

3. The fulfillment of all course work (required courses, core courses, and electives) called for in the degree program. At least the last 30 hours must be completed in residence.

4. The attainment of an average grade of C (2.0) or higher in the courses completed in the major, courses completed in the Boler School of Business, and in all courses completed at the university, each group considered separately.
5. If required, the passing of a comprehensive examination testing the grasp of principles and relations and the ability to reach reasonable solutions to typical business and economic problems. If required by the department, the passing of a comprehensive examination in the major field. Such examination may be oral or written, or both.

6. The completion of all degree requirements within ten years of the date on which college work was begun.

7. The filing of an application for the degree by the assigned day, for degrees to be awarded in May, in August, or in January.

8. The fulfillment of all financial obligations to John Carroll University.

9. The completion of the following business core courses: (100 & 200 level before 300 level)
   a. Introduction to Computers and Software – BI 106
   b. Accounting – AC 201-202 or AC 201-211 (AC 201-202 required for accountancy and finance majors)
   c. Economics – EC 201-202
   d. Business Statistics – EC 205-206
   e. Business Communications – MN 202
   f. Management Information Systems – BI 300
   g. Organizational Behavior and Management – MN 325
   h. Productions/Operations Management – BI 326
   i. Business Finance – FN 312
   j. Marketing – MK 301
   k. The legal environment/business law requirement(s) differ by major. Please refer to the section on a particular department in this Bulletin for the exact requirements or options allowed for an academic major.
   l. Strategic Management: MN 499 is required for all students seeking the B.S.B.A. degree and is to be taken in the senior year.

10. The completion of the University Liberal Arts Core Curriculum requirements (see the section of this Bulletin on Liberal Education at John Carroll University, pages 57-69). Boler School of Business students must complete the following courses:
    a. EC 201-202 plus one other course in Division III (a total of 9 hours)
    b. Division IV requirements must be met as follows:
       i) PS 101
       ii) MT 133-134 or 135 (MT 135-136 recommended)
       iii) One course in laboratory science
    c. PL 311 or PL 311H, Ethical Problems in Business, in Division V

The Boler School offers a minor in business and sequences in accountancy, human resources management, and marketing.
Minor in Business

The minor in business is offered to those students who choose to major in a field of study within the College of Arts and Sciences but would like to receive a foundation in business. The minor in business consists of a total of 32 credit hours and the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 106</td>
<td>Introduction to Computers and Software</td>
<td>2 cr.</td>
</tr>
<tr>
<td>AC 201-202 or 201-211</td>
<td>Accounting Principles</td>
<td>6 cr.</td>
</tr>
<tr>
<td>EC 201-202</td>
<td>Principles of Economics</td>
<td>6 cr.</td>
</tr>
<tr>
<td>EC 205 or MT 122</td>
<td>Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 325</td>
<td>Organizational Behavior and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 301</td>
<td>Marketing Principles</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Choose one of the following:
- EC 206 Statistics
- BI 300 Management Information Systems
- BI 326 Production/Operations Management
- LG 328 Business Logistics
- Electives | 6 cr.

Upper-division courses in one of the majors in the Boler School with the exception of MN 499: Strategic Management.

Please note the following:

1. Students are encouraged to consider FN 312: Business Finance for one elective. For those who choose FN 312, the second elective may be in any of the majors, subject to the same restrictions as above.

2. Students not admitted to the Boler School of Business may not take more than ten Boler School courses. Therefore, students who choose a minor in business should not take MN 202: Business Communications.

3. Many business courses have prerequisites, which are strictly enforced. Therefore, additional course work may be required to complete this minor.

4. The College of Arts and Sciences requires business minors to take one course in mathematics, preferably MT 135.

5. Students wishing to minor in business are advised to declare this intention in the office of the College of Arts and Sciences at the beginning of their junior year.
## Sequences in the Boler School of Business

Sequence programs are offered to post-baccalaureate students seeking knowledge in specific fields of study. Blanket approval has been accorded the following slates of basic and professional courses for the available sequence programs:

### Accountancy

**Note:** Accountancy sequence students desiring professional certification must complete both the primary sequence as well as the additional coursework. Students should discuss the various options with a member of the Department of Accountancy.

**Primary Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 106</td>
<td>Introduction to Computers and Software</td>
<td>2 cr.</td>
</tr>
<tr>
<td>AC 201-202</td>
<td>Accounting Principles</td>
<td>6 cr.</td>
</tr>
<tr>
<td>AC 303-304</td>
<td>Intermediate Accounting</td>
<td>6 cr.</td>
</tr>
<tr>
<td>AC 312</td>
<td>Cost Analysis and Budgetary Control</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 321</td>
<td>Federal Taxes</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 341</td>
<td>Accounting Information Systems</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 422</td>
<td>Federal Taxes II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 431</td>
<td>Auditing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 442</td>
<td>Government and Not-For-Profit</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 481</td>
<td>Advanced Financial Accounting</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 463-464</td>
<td>Business Law</td>
<td>6 cr.</td>
</tr>
</tbody>
</table>

**Electives**

Select at least two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 405</td>
<td>Seminar in Accounting</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 422</td>
<td>Federal Taxes II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 481</td>
<td>Advanced Financial Accounting</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 483</td>
<td>Seminar in Controllship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 484</td>
<td>Financial Accounting Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 498</td>
<td>Independent Study</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Additional Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 202</td>
<td>Business Communications</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 325</td>
<td>Organizational Behavior and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EC 205</td>
<td>Business Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EC 201-202</td>
<td>Principles of Economics</td>
<td>6 cr.</td>
</tr>
<tr>
<td>FN 312</td>
<td>Business Finance</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 301</td>
<td>Marketing Principles</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PL 311</td>
<td>Business Ethics</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

### Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201-202</td>
<td>Principles of Economics</td>
<td>6 cr.</td>
</tr>
<tr>
<td>MN 325</td>
<td>Organizational Behavior and Management</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Boler School of Business

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 301</td>
<td>Marketing Principles</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 302</td>
<td>Consumer Behavior</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 341</td>
<td>Advertising</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 495</td>
<td>Marketing Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 433 or 438</td>
<td>Directed marketing elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Human Resources Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 305</td>
<td>Interviewing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EC 101 or EC 201-202</td>
<td>Introduction to Economic Problems and Policies or Principles of Economics</td>
<td>3-6 cr.</td>
</tr>
<tr>
<td>EC 205 or MT 122</td>
<td>Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 325 or PS 359</td>
<td>Organizational Behavior and Management or Industrial and Organizational Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 353</td>
<td>Labor Relations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 370</td>
<td>Staffing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 373</td>
<td>Training and Management Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 376</td>
<td>Compensation Management</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Interdisciplinary Concentrations

In addition to the required major and optional minor programs, the university also offers a number of interdisciplinary concentrations and programs as options to supplement and strengthen specific degree majors. Interdisciplinary concentrations consist of approximately 18 to 39 semester hours of course work in which the student has attained at least a 2.0 (C) average. To qualify for a concentration students must complete all the requirements of the related major as specified in the Bulletin. A completed concentration is noted on the transcript. For further details concerning concentrations, programs, and recommended courses, students are advised to contact the coordinator/director or the chairperson of a department participating in the concentration or program. The contact secretary for all concentrations is located in the Department of Political Science in the Administration Building.

Concentrations

The following interdisciplinary concentrations are available:

**Africana Studies** — This concentration is designed to provide students with a focused, systematic, and interdisciplinary plan to study multifaceted issues of the African Diaspora. The concentration offers two tracks – African Diaspora Cultural Studies and African-American Cultural Studies. Each track is 22 hours and shares a common core of classes. All students are expected to take: BL 115/115L, either PS 342 or SC 255, and either AR 499A (Senior Seminar: Program Evaluation and Policy Studies in Black America) or AR 499B (Senior Seminar: Program Evaluation of Policy Studies in the African Diaspora).

African-American Cultural Studies students are additionally expected to take one course each from four of the groups A through F, for a total of 12 hours: A – HS 131, HS 341, HS 343, HS 495; B – PL 398 (with coordinator approval); C – RL 229 (with approval) RL 327, RL 399 (with approval); D – PO 310, PO 315, PO 316; E – EN 278, EN 299 (with approval), EN 379; F – CO 321, CO 324, CO 344.

African-Diaspora Cultural Studies students are additionally expected to take one course each from four of the groups A through E, for a total of 12 hours: A – PL 285, PL 398 (with approval); B – RL 299 (with approval); RL 328; C– PO 310, EN 286 (with approval), EN 480, ML 206, ML 399 (with approval), SP 429; D – HS 131. **Coordinator:** Dr. Sheri Young, Department of Psychology.

**Aging Studies** — This concentration provides an in-depth understanding of the aging process. Usually the recommended major is sociology, psychology, or religious studies, but other majors may be considered. The concentration consists of 22 hours, including 12 hours of required courses in sociology, psychology, and religious studies, and a required four-hour internship. The remaining six hours consist of approved electives. All the hours may be easily subsumed under Core and major requirements. The following are required: PS 265; RL 260; SC 285, 475, 485 or 490. The two electives, each from a different department, must be chosen from the following:
Interdisciplinary Concentrations

CO 210; HS 310; PS 286, 457; RL 361; SC 295, 310, 415, 493. Coordinator: Dr. Phyllis Braudy Harris, Department of Sociology.

Biochemistry/Molecular Biology — This concentration is for students majoring in biology or life sciences chemistry who seek rigorous training in the molecular basis of biological processes. The concentration may be of interest to a) students planning for graduate work in fields such as biochemistry, molecular biology, biophysics, structural biology, and molecular genetics, b) students considering careers in biotechnology, and c) premedical students interested in the molecular basis of medicine. Admission to the concentration is limited because of space limitations in BL/CH 470, so students must apply to the coordinators for admission to the concentration by the end of sophomore year. Students must have completed the following courses before the start of junior year: for Biology majors, BL 155-158, 213; CH 141-144 (or 151H, 153), 221-224; MT 135, 228; for Chemistry majors, BL 155-158, 213; CH 141-144 (or 151H, 153), 221-224, 261, 263; MT 135-136 (or MT 135, 228), PH 125, 125L, 126, 126L, may be taken during the sophomore (preferably) or junior years. During the junior and senior years, students will take the following courses: for Biology majors, BL 465, 470; CH 361 (or 365, 366), 435-437, 439; for Chemistry majors, BL 465 and one BL elective chosen from a list provided by the coordinators; CH 361 (or 365-366), 367, 435-437, 439, 470. All of the courses listed here may be used to satisfy major requirements. Students will have to take additional courses to satisfy all requirements of their major. Coordinators: Dr. David Mascotti (Chemistry); Dr. James Lissemore (Biology).

Catholic Studies — Under the auspices of the Institute of Catholic Studies, this concentration aims at promoting serious reflection on the richness and vitality of the Catholic intellectual tradition across the ages. This concentration is interdisciplinary in nature, highlighting within the history of ideas the contribution of Catholic intellectuals and scholars across various disciplines. The Catholic Studies concentration enables students to assess human intellectual activity and experience in the light of the Catholic faith, and to examine the Roman Catholic Church’s dynamic interaction with and interpenetration of cultures, traditions, and intellectual life. The concentration consists of 18 credit hours from approved Catholic Studies courses distributed among the following disciplines: one course in Religious Studies, one course in Philosophy, one course in the Humanities, one course in the Social or Natural Sciences, one elective from an approved Catholic Studies course. The final course in the concentration is a required seminar, “The Classics of the Catholic Intellectual Tradition,” an interdisciplinary course in which students read the works of significant Catholic intellectuals from across the ages as a way of integrating the perspectives studied in their other courses within the concentration. In fulfilling these requirements, a student must take a minimum of three courses at the 300-400 level. Courses offered as part of the Catholic Studies concentration may satisfy Core Curriculum requirements or major/minor requirements within a specific discipline. Students in the concentration have the opportunity to study abroad at the Angelicum in Rome in their junior or senior year. Scholarships are available to students who study at the Angelicum. Summer
Interdisciplinary Concentrations

Internships are also available. **Coordinator:** Dr. Paul V. Murphy, Department of History, and director, Institute of Catholic Studies.

**East Asian Studies** — Students in any major may pursue this concentration in order to deepen their understanding of this important region of the world. The program consists of 24 credit hours. Courses taken for Core and major can simultaneously be counted toward the concentration. Study abroad in an East Asian country is encouraged but not required. The concentration consists of courses from at least three disciplines, including at least one year of an East Asian language.

Students may choose from two tracks, one of which emphasizes language while the other provides a broader interdisciplinary approach in the humanities and social sciences. The language track requires three years of study of an East Asian language as available at John Carroll or other universities, plus two additional courses focused on East Asia from two other departments: AH 211, 313, 314; EN 288; HS 180, 279, 280, 381, 382, 452, 453, 456; RL 252, 351, 353, 354; SC 151, 250, 390; or special-topics courses in East Asian studies. The second track requires one year of an East Asian language as available at John Carroll or other universities, an introductory course in East Asian Studies (HS 279, 280; RL 252; or SC 151), and five additional courses from at least three departments: AH 211, 313, 314; CO 390; EN 288; HS 180, 279, 280, 381, 382, 452, 453, 456; RL 252, 351, 352, 353, 354; SC 151, 250, 390; or special-topics courses in East Asian studies. One course containing a significant East Asian component may be substituted for one of the five elective courses at the discretion of the East Asian Studies coordinator: EC 342, 343, 352, 353; EN 285; FN 439; MK 361; MN 361; SC 152. **Coordinator:** Dr. Susan Long, Department of Sociology.

**Economics/Mathematics** — Students must major in economics or mathematics. Both majors must take EC 201-202, 301, 302; MT 135-136, and 233. Economics majors must complete MT 420 and two mathematics electives numbered above 300. Mathematics majors must complete EC 410 and one other upper-division economics elective. **Coordinators:** Dr. Dwight Olson, Department of Mathematics and Computer Science; Dr. Walter O. Simmons, Department of Economics and Finance.

**Environmental Studies** — The Environmental Studies Concentration is designed to acquaint students with the knowledge necessary to understand and solve environmental problems: the operations of the physical, biological, and chemical systems of our planet; the impact of people on these systems; the cultural underpinnings of our current patterns of interaction with nature; and the substantive nature and institutional process of political and social change which impinge upon our environment.

The requirements for the concentration vary depending upon the major, but all students must take courses in both the natural sciences (including one lab and one course above the 100 level) and the social sciences (at least two above the 200 level), and complete the senior capstone experience for a combined total of 28 credit hours.
Interdisciplinary Concentrations

In the areas of natural sciences and social sciences/humanities, the student is expected to draw from at least two and preferably three departments as follows:


Social sciences/humanities (12 hours): CO 455; EC 211*, 212*, 315; EN 299B (American Environmental Literature); PL 314, 315, 398 (Ecofeminism); PO 204, 312, 361, 363, 460, 464; RL 333, 365; SC 251, 290, 360, 380, 381, 383, 389, 475E, 484.

*Must be followed by an upper-division environmental course from the same department.

Co-Directors: Dr. Dean N. Birch, Department of Political Science; Dr. Wendy Wiedenhoft, Department of Sociology.

International Business — Students wishing to focus their studies in international business select a major offered by the Boler School of Business: Accountancy, Economics (B.S.), Finance, Business Information Systems, Business Logistics, Marketing, or Management. Selecting one of these majors presumes that the student must meet all requirements for admission to the Boler School and complete all courses required in the Business core. Additionally, the student must meet all course and other requirements of their selected major. The student must complete three courses from the following list (no two courses may be from the same area, and none of the courses listed may be used to simultaneously satisfy the major in the Boler School and the concentration): EC 342, 343, 352; FN 439; LG 361; MK 361; MN 361; and demonstrate foreign-language proficiency determined by JCU courses numbered 301-302 or through consultation with the coordinator of student services in the Department of Classical and Modern Languages and Cultures. Coordinator: Dr. Lawrence Cima, Department of Economics and Finance.

International Economics and Modern Language — Students must major in economics or modern languages. The following courses are required: PO 103; EC 201, 202, or 211, 212; two courses from EC 342, 343, 352; FN 439; and two more upper-division economics courses. EC 301 is required for economics majors and recommended for language majors. Economics majors are required to take four courses in one language at the 300 level or above. Language proficiency should be determined as early as possible. Both majors must take two other courses in the area of international studies. These two courses are to be chosen in consultation with the major advisor. Coordinator: Dr. Ida A. Mirzaie, Department of Economics and Finance.

International Studies — The International Studies Concentration is administered through the Center for Global Education and is open to all majors. The concentration encourages students to develop an awareness of international diversity and global interdependence through the comparative study of cultures and analysis of international issues. Students in the International Studies Concentration work with the director of
Interdisciplinary Concentrations

the Center for Global Education to create a coherent course of study on a particular
topic, issue, or world region. A minimum of 27 credit hours are required to complete
the concentration, including:

- The two international courses required by the University Core.
- Demonstrated proficiency in a foreign language through the intermediate level.
  This can be met by taking the intermediate-level courses or by placing out of
  them.
- Other specified course work in three different departments, including the
  student’s major department.

Students are strongly encouraged to apply credits earned through study abroad to the
concentration.

For more detailed information on the International Studies Concentration, including
particular course requirements, students should consult their advisors and the director
of the Center for Global Education as early as possible. **Coordinator:** Dr. Andreas
Sobisch, Department of Political Science, and director, Center for Global Education.

**Italian Studies** — Developed by the Bishop Anthony M. Pilla Program in Italian-
American Studies, this concentration seeks to foster an appreciation of Italian and
Italian-American history and culture. Students are exposed to the major intellectual,
artistic, and cultural contributions that Italians and Italian-Americans have made
throughout history as they complete 21 credit hours of approved coursework. Six of
these credit hours must be in Italian language (2 IT courses at the 200 level or above),
while 6 hours complete the Italian-American culture requirement (ML 260 plus one
course from ML 265, ML 270 and HS 342) and 9 hours complete the Italian culture
requirement (3 courses from HS 405, 411; AH 303, 430; ML 275, 280, 285, 350).
Additional courses that satisfy these requirements are designated each semester by the
Italian Studies Committee. **Coordinator:** Dr. Santa Casciani, Department of Classical
and Modern Languages and Cultures, and director, Bishop Pilla Program in Italian
American Studies.

**Latin American Studies** — Bringing together the courses relevant to the study of
Latin American culture, social structure, religion, politics, literature, and history, this
concentration seeks to enhance a student’s liberal arts education through the attainment
of a basic level of expertise in Latin American studies. Depending on the particular
major, Latin American Studies prepares students for advanced studies or for a career in
business, journalism, government, or non-governmental organizations related to this
crucial region of the world.

The concentration is administered by the Latin American Studies Concentration
Committee (LASCC). The LASCC is composed of faculty from several departments
in the College of Arts and Sciences.
Interdisciplinary Concentrations

While requirements are flexible to accommodate students with different interests and majors, the concentration allows and encourages a focus.

Requirements:

A. Core of the concentration: except for SP 301, each course must be from the list of approved courses.
   1. SP 301 (along with satisfaction of its prerequisites)
   2. At least three courses from History and Political Science, with at least one course from both of those disciplines
   3. At least one course must be HS 274, PO 254, or SP 314

B. Electives of the concentration

Nine hours of other courses from the list of approved courses (available at the LASC website) or accepted by the LASCC through petition. For a list of courses that may be used to satisfy the requirements for completion of the concentration, please see either of the LASCC coordinators or visit the concentration’s website at www.jcu.edu/politicalscience/dhahn/LatinAmericanStudies/Latstudpage.htm. Coordinators: Dr. María Marsilli, Department of History; Dr. Dwight Hahn, Department of Political Science.

Modern European Studies — This concentration allows students to pursue concentrated thematic or regional study of Europe from the Enlightenment to the present in the fields of history, politics, culture, and economics. Students participating in the concentration are strongly encouraged to undertake study abroad.

The program consists of 24 credit hours, including six hours of language beyond the six required for the University Core, to be taken in the modern European language satisfied for the Core (12 hours total in the same language). This requirement may be satisfied by civilization and culture or literature courses in the target language. Students who enter John Carroll with proficiency above the 200 level may test out of the additional six hours. Languages applied toward the concentration should be those taught at John Carroll. Other requirements include: a topical seminar in Modern European Studies at the 400 level, based on an approved existing course or a new team-taught course; three courses from the Modern European Studies approved list in three departments outside the student’s major (approved course list available from the coordinators); and six additional hours from the approved list. Given the importance of foundational coursework for a richer appreciation of modern European developments, students may apply up to two courses in Medieval or Early Modern European fields. Upon completion of these requirements, students will receive a certificate in Modern European Studies. Coordinators: Dr. Julia Karolle, Department of Classical and Modern Languages and Cultures; Dr. Dianna Taylor, Department of Philosophy.
Interdisciplinary Concentrations

Neuroscience — This concentration is coordinated by the Department of Psychology, and is intended for biology, chemistry, and psychology majors who desire an interdisciplinary approach to the study of physiology, biochemistry, and behavior of higher organisms.

Required courses for biology majors: BL 155, 156, 157, 158, 360, 360L; CH 141, 142, 143, 144, 221, 222, 223, 224; BL 475 and CH 431 (or CH 435, 436, and 437); PS 326, 426, 497N.

Required courses for chemistry majors: BL 155, 156, 157, 158, 360, 360L; CH 141, 142, 143, 144, 221, 222, 223, 224, 435, 436, 437; PS 326, 426, 497N.

Required courses for psychology majors: BL 155, 156, 157, 158, 360; CH 141, 142, 143, 144, 221, 222, 223, 224; PS 101, 326, 426, 497N; MT 122, 123. Coordinator: Dr. Helen Murphy, Department of Psychology.

Perspectives on Sex and Gender — This concentration, open to all majors, explores in depth the question of sex and gender in contemporary society. The indicated sequence of courses will enable students to examine the philosophical and religious premises of sex roles; their historical, psychological, and social origins; and their political manifestations. In addition to prerequisites (see individual departments for details), these courses are included: CO 322; EN 284; HS 150; PL 290 or 330; PO 305, 310; RL 325, 364, 437; SC 320, 385. These are described in the course offerings of the various departments. In addition, special-topics courses are offered periodically by various departments and may count toward the concentration. Students may petition the coordinator for approval of such courses. The concentration consists of 18 credits, no more than six of which may be taken in any one department. Coordinator: Dr. Brenda A. Wirkus, Department of Philosophy.

Political Communication — This concentration is open to communications and political science majors. Students combine courses in journalism, electronic media, and rhetoric with classes in American and international politics in order to develop the critical and analytical knowledge by which to make sense of political communication. Political Communication prepares students for the study of or careers in policy analysis and issues in research, politics, and/or political journalism. Students must take three courses from each of the Group A courses in EACH department and one course from each of Group B categories.

Group A courses: CO 346, 430, 465, 467; PO 101, 102, 103, 104.

Interdisciplinary Concentrations

Public Administration and Policy Studies — The program is open to political science and economics majors. It has three objectives: 1) to provide a preprofessional education in social sciences within a liberal arts curriculum; 2) to offer theoretical and analytical preparation for advanced training in public management, policy analysis, and applied social science; and 3) to equip students with knowledge and skills to serve in a variety of positions at the local, state, and federal levels of public service.

The concentration consists of 36 credits. Political Studies - required: PO 101, 204, 302; elective (one course): PO 213 or 312. Analytical Studies - Political Science majors: EC 201, 202, 312; PO 300; MT 122. Economics majors: EC 205, 206, 201, 202, 312. Substantive Focus Studies (two courses): PO 305, 309, 361; EC 331. Internship: PO 390 (3 credit hours, an internship in government). Coordinator: Dr. Larry Schwab, Department of Political Science.

Spanish and Sociology — The objective of this concentration is to provide Spanish majors with proficiency in social service/social welfare and, conversely, sociology majors who have an interest in human service with proficiency in Spanish. The program is designed to prepare students for career opportunities in the human service field with both the language skills and the cultural appreciation of Hispanic groups. Students must major in Spanish or sociology. For Division I of the Core, sociology majors may use Spanish to partially fulfill requirements. The following is recommended for Division II: CO 200, 300, 305. In Division III, sociology majors may not use sociology courses to partially fulfill this requirement. Required for Spanish majors are SC 101 and 201. Recommended for both majors is PO 101. Sociology majors but not Spanish majors are required to take MT 122 to partially fulfill Division IV requirements. Highly recommended for both is PS 101. Spanish majors must take SC 385 and 475H, and one other upper-division sociology course. Sociology majors must take a minimum of four courses (12 hours) of Spanish at the 200 level or above. The remaining courses are chosen in consultation with the major advisor. Coordinators: Dr. F. Komla Aggor, Department of Classical and Modern Languages and Cultures; Dr. Phyllis Braudy Harris, Department of Sociology.
Centers, Institutes, and Programs

CENTERS

The Cardinal Suenens Center

The Cardinal Suenens Center honors the life and work of Leon-Joseph Cardinal Suenens (1904-1996), Archbishop of Malines-Brussels and Primate of Belgium. The Center has the following goals: to study the achievements and heritage of Vatican Council II; to be attentive especially to the reception of the as yet unachieved goals of the council, and, through symposia, publications, and funded scholarly research, to increase understanding and pursuit of those goals; to further the ecumenical advances of the council through respectful dialogue; to bridge conversation between church leadership and the theological community; and to intersect the pastoral goals of Vatican Council II with those of the culture in response to the Church’s present call for “the evangelization of the culture.” Every other year, the Cardinal Suenens Center designates a recipient for the Living Water Award. Past honorees: 1996–Mother Teresa and Cardinal Joseph Bernardin; 1998–Cardinal Godfried Danneels; 2000–Cardinal Franz Koenig; 2002–Cardinal Roberto Tucci, S.J.; 2004–Helen Prejean, C.S.J. Director: Dr. Doris Donnelly, Department of Religious Studies.

The Center for Community Service

The Center for Community Service, founded in 1992, reflects the mission and commitment of John Carroll University to the formation of men and women in the ideals of the Society of Jesus. Among these ideals is the creation of an academic community that champions service to others and the quest for justice as constitutive elements of a liberally educated person.

To this end, the staff of the Center for Community Service assist faculty in both the College of Arts and Sciences and the Boler School of Business in incorporating service learning instructional opportunities into their regular classes. The Center for Community Service works closely with more than one hundred community-based service organizations and agencies in the greater Cleveland area to provide quality service opportunities that enrich student learning and meet community needs.

Some of the tasks of the Center for Community Service include hosting an annual Making Connections community service fair; managing the CarrollCares Frequent Volunteer Program, which provides a transcript-like record of a student’s community service experience; and hosting an annual Community Service Public Forum. The Center for Community Service also coordinates service immersion programs, such as service in the inner city of Cleveland, and in El Salvador, Central America.
Centers, Institutes, and Programs

The Center for Global Education

The Center for Global Education exists to foster a vibrant international campus culture and support university efforts towards a coherent program of international education for all John Carroll students. To this end, the center works closely with the university’s area studies and other international studies programs to develop and enhance international curricular and co-curricular offerings across the university. The center strives to expand opportunities for study abroad and international exchange; advises and works with international students and scholars; convenes student workshops on international awards and fellowships; and supports the Fulbright visiting lecturer series and other international-related events and programs. **Director:** Dr. Andreas Sobisch, Department of Political Science.

The Center for Math and Science Education, Teaching and Technology (CMSETT)

The Center for Mathematics and Science Education, Teaching and Technology (CMSETT) was established at John Carroll University in 1999 with the mission to advance the quality of K-12 mathematics and science education in northeastern Ohio. This is accomplished through building upon successful initiatives of the university to improve mathematics and science instruction in school districts in the region and through collaboration with faculty and representatives of K-12 institutions, other higher education institutions, and other organizations in the region.

CMSETT provides professional development programs and workshops for mathematics and science educators based on the national vision for reform in science, mathematics, and technology education. The purpose of these programs is to improve content knowledge in the areas of science and mathematics and appropriate teaching strategies based on current research on human learning and effective practices. Courses may be taken for graduate credit.

A variety of professional development opportunities are offered to area mathematics and science teachers of grades K-12 each summer. In addition, specific programs are designed with individual districts to meet their needs for ongoing program improvement. **Director:** Linda Gojak; **Associate Director:** Norm E. Schmidt.

The Center for Social Ministry Partnerships

The Center for Social Ministry Partnerships is a new collaboration between Catholic Charities Health and Human Services of the Cleveland Diocese (CCHHS) and John Carroll University. The center’s purpose is to build on the cooperation and partnerships that already exist between the diocese and the university and to catalyze new initiatives and service promoting the common good of the wider Cleveland community.
Centers, Institutes, and Programs

Plans are already under way to offer management training and other courses to CCHHS personnel that would involve the Graduate School, Continuing Education, and the Boler School of Business. Discussions are also taking place to identify appropriate and effective ways in which the university can work with CCHHS in responding to the city of Cleveland’s ongoing Poverty Summit and the diocese’s Church in the City initiative. In May 2005 John Carroll hosted the Blazing Trails Symposium that is sponsored biannually by the Caritas Connection, a partnership between CCHHS and the Sisters of Charity Health System. Director: Leonard M. Calabrese.

The Center for Teaching and Learning

The Center for Teaching and Learning supports the university’s mission by providing a facility and resources to foster an environment which encourages faculty to improve their teaching effectiveness. The center offers opportunities for reading, reflection, skill development, individual and group dialogue with peers and students, and for learning new technologies. It plays an active role in providing leadership, coordination, and support for the scholarship of teaching based on the belief that good teaching and good teachers change lives. Director: Dr. Marc P. Lynn, Department of Management, Marketing, and Logistics.

EconomicsAmerica, Cleveland Center

EconomicsAmerica, Cleveland Center is a non-profit educational organization working to improve the level of economic understanding in Northeast Ohio. Established in 1973, the center’s primary means of achieving economic literacy is through teacher training and education. In conjunction with the John Carroll University Department of Economics and Finance and the Graduate School, the center offers many credit and non-credit courses and workshops for K-12 teachers. In addition, interested teachers can earn a master’s degree in education with a strand in economic education. Details can be found in the Department of Education section of the Graduate School Bulletin.

Courses provide teachers with a solid background in economic concepts, principles, and teaching methodology. They range from basic courses, which introduce economic concepts and require little economics background, to concentrated upper-level courses, which have prerequisites. Courses are open to all licensed elementary and secondary teachers. Other applicants must be approved by the director and meet all Graduate School admission requirements.

EconomicsAmerica, Cleveland Center is governed by a Board of Trustees, which represents business, labor, education (elementary, secondary, and higher), and the community at large. The director coordinates the functions of the center within guidelines set by the board, and in cooperation with the John M. and Mary Jo Boler School of Business and Department of Economics and Finance of John Carroll University. Director: Paula Aveni; Program Director: Linda Spencer.
Centers, Institutes, and Programs

The Faculty Technology Innovation Center

The Faculty Technology Innovation Center (FTIC) is dedicated to advancing the use of technology to enhance teaching, learning, and research at John Carroll University. Equipped with the latest hardware and software resources and staffed by technologists from Information Services, Instructional Media Services, and the Center for Teaching and Learning, the FTIC strives to meet this objective through a combination of research, faculty workshops, multimedia development assistance, and one-on-one consultations. **Director:** Dr. Jay Tarby.

INSTITUTES

Ignatian Spirituality Institute

The Ignatian Spirituality Institute (ISI) offers an educational program for the training of spiritual directors in the tradition of the *Spiritual Exercises* of Ignatius Loyola. It is ideally suited to those interested in the ministry of spiritual direction and/or retreat work. More generally, the ISI offers adult Christians of any denomination theological and spiritual tools for deepening Christian life and ministry, whether in the home, parish, congregation, or workplace. Since the ISI is an affiliate program of the Department of Religious Studies, all of its courses are conducted at John Carroll University.

The ISI is a non-credit, non-degree certificate program running concurrently with the fall-spring academic calendar at the university. It is designed around three areas of study: theology/scripture, spirituality, and psychology/communication skills. Year I is academically focused; classes meet twice a month in the evenings along with occasional weekend workshops. Year II is focused on the supervised practicum in spiritual direction.

Requirements for admission include a written spiritual autobiography, three letters of recommendation, a record of education and work history, and an interview with the ISI Admissions Committee. Generally it is expected that the ISI candidates will have completed a college degree, have several years of steady work and a variety of life experiences. The ISI Admissions Committee may make exceptions to these general criteria.

Presently, the ISI is endowed by a generous grant from the F. J. O’Neill Charitable Corporation and by additional gifts from a variety of donors.

For further information, contact the Ignatian Spirituality Institute office at 397-1599. **Director:** Dr. Joan Nuth, Department of Religious Studies.
Institute for Educational Renewal (IER)

The Institute for Educational Renewal (IER) is a literacy and school change initiative established in 1991 to work primarily with teachers and principals of selected K-5 and K-8 schools in the Cleveland Municipal School District (CMSD). IER has found that school-based professional development and on-site consulting/coaching are effective catalysts for improving teaching, learning, and leadership. IER’s goal is for participating schools to become self-sustaining communities of learners. Its mission is to improve the quality of school life for children in the city of Cleveland and to foster the development of child-centered communities of learners.

IER’s program is based on a balanced literacy approach to classroom teaching and learning (reading, writing, and language/word study). Using the CMSD English Language Arts Standards as part of their framework, consultants work one-on-one with teachers and with grade-level teams and leadership groups within each school. Among IER’s supporting activities are grant opportunities to IER teachers to develop classroom libraries and informal networks for teachers and principals to meet and collaborate.

IER is governed by a board of trustees with expertise in non-profit leadership, education, business, human resources, law, marketing, and public relations. The executive director works closely with the board and staff in guiding IER’s activities. John Carroll serves as IER’s fiscal/administrative agent, and members of John Carroll’s faculty and administration serve on its board. Executive Director: Dr. Deborah G. Zawislans.

Institute of Catholic Studies

Over centuries the Catholic tradition has encountered many opportunities to formulate faith in the context of the intellectual and scientific climate of the age. The Institute of Catholic Studies examines this interaction through a variety of initiatives: an undergraduate interdisciplinary concentration in Catholic Studies (see page 82); faculty development workshops and seminars; sponsorship of a public lecture series; offering course development grants; and publication of Prism magazine. Each of these programs seeks to highlight, within the history of ideas, the contribution of Catholic intellectuals and scholars from a variety of disciplines. The institute also promotes the investigation of the interaction between the Church and society. In addition, the institute is the home of the international scholarly journal, Archivum Historicum Societatis Iesu, which publishes multilingual scholarly articles on various aspects of the history of the Society of Jesus. Director: Dr. Paul V. Murphy, Department of History.
Program in Applied Ethics

The Program in Applied Ethics has been designed to support teaching, research, and community service in applied ethics. Its purpose is to enhance ethical decision making by increasing awareness of the ethical issues that confront individuals and society today and by providing intellectual resources for understanding and resolving these issues. The program encourages an interdisciplinary approach to ethics that seeks to include all interested faculty, students, and other members of the university community. A major component of the program is Ethics Across the Curriculum, an initiative which integrates a wide variety of ethics issues into other courses where this is appropriate. The activities of the Program in Applied Ethics also include campus visits by prominent figures in ethics, public lectures, conferences on ethical issues, faculty and student workshops, and other opportunities for professional development in applied ethics. **Director:** Dr. Paul Lauritzen, Department of Religious Studies.

The Bishop Anthony M. Pilla Program in Italian-American Studies

Established with the support of the Northern Ohio Italian-Americans (NOIA) and the Boler Challenge Grant in 1997, the program is named for the Most Reverend Anthony M. Pilla, Bishop of the Diocese of Cleveland (M.A., JCU ’67; D.H.L., Hon. JCU, ’81). Through its course offerings, the program examines the achievements of Italians and Italian-Americans who have contributed to American intellectual history, culture, philosophy, religion, and science. It emphasizes an understanding of the meaning of family, fidelity to one’s heritage, hard work, success in the face of obstacles, and the role of the spiritual in one’s life. The interdisciplinary undergraduate liberal arts program sponsors the Bishop Pilla Lecture Series and publishes its bilingual magazine *Mosaico* each year. **Director:** Dr. Santa Casciani, Department of Classical and Modern Languages and Cultures.

Carroll-Cleveland Philosophers’ Program

The Carroll-Cleveland Philosophers’ Program—“Where Children Create Their Own Life’s Meaning”—is a cooperative project between John Carroll University and the Cleveland Municipal School District (CMSD). Funding comes from John Carroll, the CMSD (through an Ohio Department of Education Challenge Grant), the Cleveland Foundation, and JCU Alumnae. From 2001 to 2004, the program provided a unique educational experience for underserved and court-adjudicated children, delivered at John Carroll and grounded in the philosophies of “gifted education” and “service learning.” Today, CCPP serves forty-five CMSD high school students as a weekly enrichment program, including philosophy discussion, service learning, and artistic experiences.
The mission of the program is to provide CMSD students with an alternative approach to education which will, through unique and enriching learning experiences, inspire self-discipline, foster the love of learning, promote academic excellence, support emotional growth, enable “giftedness,” and encourage the social skills necessary for life-long achievement, success, and happiness.

This experiential, research-based curriculum is taught cooperatively by John Carroll students and faculty, CMSD faculty, and teachers with expertise and experience in gifted education programs.

For more information on how to become a teaching assistant in the program, please contact the office at (216) 397-4455. **Director:** Dr. Jennifer Merritt.

**Literacy Specialist Project**

John Carroll is the hub of the Literacy Specialist Project, a statewide professional development initiative launched in August 2000 by the Ohio Department of Education. The goal is to disseminate foundational knowledge of literacy content and pedagogy to K-3 classroom teachers through collaborative study and application of a core curriculum.

The curriculum focuses on developing the knowledge, skills, and dispositions essential for excellent literacy teaching. Professional development is carried out through a network of university field faculty, school-based literacy specialists, and K-3 classroom teachers. Field faculty meet monthly with literacy specialists to guide study of the curriculum and coaching of teachers. Literacy specialists meet in three-hour sessions with small groups of teachers about fifteen times during the academic year. Fieldwork follows each session as a way for teachers to apply concepts to everyday practice. Literacy specialists also provide in-class coaching to support teacher development of skillful practice. For further information, contact the Literacy Specialist Project office at (216) 397-4318. **Director:** Dr. Cathy Rosemary, Department of Education and Allied Studies.
Preparation for Graduate and Professional Study

Graduate Study and College Teaching

The academic qualification for most positions in college teaching is possession of the master’s or doctor’s degree. Teacher certification is not required. The doctorate often is also the avenue to a career in research, education, or industry as well as to various executive responsibilities in management.

Usually the master’s degree requires at least one year of full-time study beyond the bachelor’s degree. The doctorate requires at least three additional years. Graduate study presupposes fundamental preparation in a special field as well as supplementary skills in foreign or computer language or statistics that should be acquired in the undergraduate program.

Students contemplating graduate study should become familiar with conventional procedures, the comparative merits of various institutions, and the availability of financial assistance. Faculties and graduate schools tend to have particular strengths in special fields, with corresponding prestige for their graduates. Fellowships, assistantships, and other types of appointments often are available to students who require financial assistance. Information is available at the university or a public library, on the Internet, in the bulletins of graduate schools, in the annual Directory of Graduate Programs published by the Educational Testing Service, and in the annual Peterson’s Guide to Graduate and Professional Programs. Early in their senior year students should contact selected graduate schools to obtain applications for admission and financial aid and other pertinent information. Many graduate schools now have on-line applications.

Early and sustained consultation with John Carroll faculty members will be most helpful in planning graduate study. Faculty may assist in submission of applications for admission to graduate study or graduate appointments. Credentials commonly must be submitted during the winter, and selections are ordinarily announced about mid-spring.

Undergraduate preparation generally requires a full major in the chosen field. Quality of achievement as evidenced by grades is an important index to probable success in graduate study. Undergraduate transcripts are required and examined by the graduate school for both admission and appointments. Another common expectation is good performance on an examination, which should be taken as early in the senior year as necessary to submit test scores by the date designated by each graduate school. Students must determine whether a particular graduate school requires the Graduate Record Examination General (Aptitude) Test or Subject (Advanced) Test or both. Other tests such as the GMAT or the Miller Analogies Test may also be required. Information about testing dates and locations may be obtained from the Graduate School office.
Graduate and Professional Study

Students must take the initiative in seeking advice and obtaining application forms, meeting requirements, and enlisting recommendations. The dean and the faculty of the major department, however, are ready to assist in any reasonable way to provide endorsement warranted by the student’s ability and achievement.

Professional Programs

Professions such as law, medicine, dentistry, and engineering ordinarily have two phases of schooling: preprofessional and professional. John Carroll University cooperates with the students’ preprofessional schooling by offering programs of two, three, or four years’ length. Although there is increasing preference within the professions for candidates who have completed baccalaureate programs, students with exceptional academic records and personal development may enter some professional schools such as dentistry or optometry after two or three years of preprofessional education. Students are urged in most cases to pursue programs leading to a bachelor’s degree.

Health Professions

Students pursuing full four-year degree programs as premedical or predental preparation normally earn the Bachelor of Science degree with a major in either biology or chemistry, but they are free to follow any degree program provided they complete the specific premedical or predental requirements.

Students should familiarize themselves with the general admission requirements of the profession which they aspire to enter in addition to those of specific schools of their choice. The Coordinator of Pre-Health Professions Studies, Dr. Gwendolyn Kinebrew of the Biology Department, is available for individual advising. In addition, general meetings are held each year to provide information for each class level. Faculty advisors in the biological and physical sciences are also available to act in an educational and advising capacity. Students are encouraged to avail themselves of these resources.

The Health Professions Advisory Committee is the university agent which recommends students to medical and dental schools. The committee, rather than individual faculty members, issues letters of recommendation. The recommendation of the committee is based not only on academic performance but also on factors such as integrity, industry, maturity, judgment, and social development.

Post-baccalaureate students who have not received their undergraduate degree from John Carroll may use the Health Professions Advisory Committee as the source for their letter of recommendation if they so choose. Normally such students should have completed 24 semester hours of course work at John Carroll, which may include the semester in which they interview before the committee.

Current admission practices of health professional schools suggest student qualifications considerably higher than the minimum C average required for graduation.
Normally, therefore, a letter of evaluation will be written only for applicants to medical school who have achieved a grade-point average of 3.0 overall and 3.0 in science courses (biology, chemistry, physics, and mathematics), and for applicants to dental school who have achieved a grade-point average of 2.75 overall and 2.75 in science courses (biology, chemistry, physics, and mathematics).

**Medicine**

The requirements of medical schools are summarized in *Admission Requirements of American Medical Colleges*, published annually by the Association of American Medical Colleges. Applicants for medical school must take the Medical College Admission Test. Since this test is usually taken in late spring of the junior year, premedical students should have completed or be completing the basic requirements for medical school by that time. Those requirements are generally one year each of general chemistry, organic chemistry, physics, biology, and math. They are usually fulfilled at John Carroll by taking CH 141-144 and 221-224; PH 125, 125L, 126, and 126L; BL 155-158; and MT 135-136 (MT 228 may be substituted for MT 136). A bachelor’s degree is almost invariably required.

John Carroll also participates in two special programs for premedical students: (1) the Dual Admission Program is an early-decision program for high school students in conjunction with the University of Cincinnati College of Medicine and must be applied to during the early part of the senior year in high school; (2) the MEDStart Program, offered with the Medical College of Ohio, is an early-decision program for John Carroll first-semester juniors. Details of these programs are available on the JCU website (/prehealth) or from the coordinator of pre-health professions studies.

**Dentistry**

The Council on Dental Education of the American Dental Association lists the minimum educational requirements for admission to a dental school as follows: (1) Students must successfully complete two full years of study in an accredited liberal arts college. (2) In most states, the basic requirements of predental education are the same as those of premedical education noted above. Those requirements are generally one year each of general chemistry, organic chemistry, physics, biology, and math. They are usually fulfilled at John Carroll by taking CH 141-144 and 221-224, PH 125, 125L, 126, 126L, BL 155-158, and MT 135-136. (3) Students must complete a minimum of 64 credit hours from liberal or general education courses, such as English, mathematics, philosophy, and religious studies, which give breadth to their educational background. Applicants must take the Dental Aptitude Test. This test is usually taken in late spring of the junior year, by which time the basic predental requirements should be completed. Although students with only two or three years of undergraduate education are occasionally admitted to schools of dentistry, that is the exception rather than the rule.
Graduate and Professional Study

In addition to medicine and dentistry, there are a number of occupations available in the health-care delivery area that are in the process of expanding. Students are encouraged to explore and consider such fields as podiatry, physical therapy, occupational therapy, pharmacy, nursing, optometry, veterinary medicine, and physician assistant. Most of these occupations require a baccalaureate degree with additional education at the graduate level. Information and advising are available from the coordinator of pre-health professions studies.

Law

A pre-law advisor is available to guide students interested in pursuing the study of law upon graduation. This advisor currently is Dr. Elizabeth Swenson, Department of Psychology.

Any major can be a suitable preparation for a career in law, especially when combined with carefully chosen courses outside the major field. Students interested in law school are especially urged to consider double majors or a minor or a concentration which complements the major field of study.

A broad background of knowledge, which is obtained through the University Core Curriculum in the Liberal Arts, and a major in some specific field, are required for the study of law. In addition, certain skills are important in learning and practicing law. These skills include the ability to speak and write effectively, to organize and absorb large amounts of information, to read carefully and critically, to analyze and evaluate complex issues, and to deal with problems creatively. Also important is knowledge of the social, political, and economic structure of society and an understanding of the human values of this structure.

The pre-law advisor can also give advice on admission to law schools, on the choice of a career in the legal profession, and on the construction and content of a personal statement. In addition to the undergraduate degree, law schools require students to take the Law School Admission Test (LSAT) and to apply through the Law School Data Assembly Service (LSDAS). Forms for both of these are available from the pre-law advisor.

Admission to law school is based on high academic standing, a correspondingly high score on the LSAT, and recommendations from faculty and others who are familiar with the applicant’s character, academic preparation, and aptitude for law school. Extracurricular activities, part-time employment, and special achievements also play a role.

Ohio CPA Certificate

Certified public accountants should have a broad background of both liberal and professional education. The experience of alumni of the Boler School of Business
Graduate and Professional Study

indicates that the major in accountancy provides excellent preparation for the Ohio CPA examination.

The certificate is granted by the State Board of Accountancy in accordance with the Ohio Revised Code. The current educational requirement for the CPA certificate is graduation with a baccalaureate or higher degree that includes successful completion of 150 semester hours of college-level credit or the satisfaction of alternate prequalification options. In addition to 30 hours of accountancy, candidates must complete coursework in such areas as ethics, business communications, economics, finance, marketing, quantitative applications, and business law. Students should discuss the available options with a member of the Department of Accountancy.

In addition to this educational requirement, candidates for the CPA certificate must (a) pass a written examination in accounting, auditing, and in other related subjects, and (b) have public accounting experiences satisfactory to the board.

Students who wish to prepare for CPA certificates awarded by states other than Ohio should discuss the situation and their academic programs with members of the Department of Accountancy.

Teacher Education

The Teacher Education Licensure Programs are based in the history and tradition of the Jesuits as educators. The mission of the academic department is grounded in the Jesuit Ideal of an Educator. The department recognizes that the preparation of an educator is the responsibility of the entire university. The university’s view of the professional preparation of educators encompasses the following:

1. A broad, liberal education.
2. Thorough competence in subject matter.
3. Professional education, combining theory and practice, and focusing on four academic content strands: a) contexts; b) child and adolescent development; c) curriculum, learning and instruction; d) teacher as person.
4. Continuing inservice and graduate studies.

At the undergraduate level there is a major in education for individuals seeking an Early Childhood or Middle Childhood license. Prospective AYA and Multi-Age teachers major in a teaching content area and also take a professional education sequence offered by the Department of Education and Allied Studies. Teacher education programs for prospective AYA and Multi-Age teachers are offered jointly by the Department of Education and Allied Studies and the following departments: Biology, Chemistry, Classical and Modern Languages and Cultures, Communications, English, History, Mathematics, Physical Education and Exercise Science, Physics, Political Science, Psychology, and Sociology. All undergraduate programs are designed in
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accordance with Ohio licensure requirements. Note that some licensure requirements may exceed the normal 128 credit hours needed for the bachelor’s degree. Also available is a post-baccalaureate program for qualified degree-holders who did not take or did not complete a teacher education program during undergraduate studies.

Graduate programs are offered in the fields of professional classroom teaching, school administration, school counseling, school psychology, educational psychology, technology, reading, chemical dependency, and urban education, and specialized sequences based on candidate educational background.

The university also offers a graduate program in teacher education directed at liberal arts graduates. It is carried out cooperatively with the public and private schools located in Cleveland and communities close to the John Carroll University campus. Students will obtain a master of education degree and an initial Early Child, Middle Child, AYA, or Multi-Age license upon successful completion of this program which includes student teaching and passing Praxis II licensure exams. This degree and licensure conform to current Ohio licensure standards.

The detailed organization of teacher education programs and information on licensure requirements will be found with the course offerings in the section on the Department of Education and Allied Studies, in the descriptions of courses in the relevant academic departments, and in the Graduate School Bulletin.

Engineering Programs

While John Carroll University does not offer a degree in engineering, students interested in engineering have the following options. (1) They may complete an appropriate B.S. degree in either chemistry, physics, engineering physics (with specialization in either electrical engineering or computer engineering), or mathematics. Students may elect to take additional engineering courses at Case Western Reserve University and other colleges and universities participating in the Northeast Ohio Commission on Higher Education Cross-Registration Program and then enter an engineering school for a master’s degree in a particular field of engineering. (2) They may choose to complete two years of pre-engineering at John Carroll University and then transfer to Case, to the University of Detroit Mercy, or to another engineering school to pursue a degree in engineering. (3) They may choose the joint-degree program available with Case.

Formal agreements have been made to enable students who complete the two-year pre-engineering program at John Carroll to transfer either to Case or to the University of Detroit Mercy, if the minimum continuation requirements set down by each university are met. Case offers a wide variety of engineering programs which have a national reputation. The University of Detroit Mercy has unique co-op engineering programs where students are required to alternate between engineering study and industrial work periods. They must take their first work period in the summer after
Graduate and Professional Study

sophomore year if they wish to graduate at the end of the summer after their fourth year. Students can earn a good portion of their expenses from employment in the co-op program.

The joint-degree science/engineering program (Binary Program, 3-2 Program) consists of three years at John Carroll as a science major followed by approximately two years at Case as an engineering major. The Binary Program is for students who want to combine a solid arts and sciences foundation with technical study in astronomy, biochemistry, or an engineering discipline. This program leads to two bachelor’s degrees: one from John Carroll in science, and the other in engineering from Case.

A minimum grade point average of 3.0 (B) is required for participation in the Binary Program. A GPA of 3.0 (B) in science and mathematics courses is also required.

Students interested in any of the above engineering programs should call the Department of Chemistry or the Department of Physics as early as possible and ask to speak to the engineering advisor.
Graduate School

The Graduate School, first organized in 1930 as the Graduate Division and established as a separate school in 1956, offers advanced study in programs leading to master’s degrees in the arts, sciences, communications, community counseling, business, and education. The Graduate School Bulletin contains information on programs, costs, and admission requirements and is available online at www.jcu.edu/graduate/bulletin.

Degrees

Degrees conferred are: master of arts (M.A.) in biology, communications management, community counseling, education, English, history, humanities, mathematics, and religious studies; master of science (M.S.) in accountancy, biology, chemistry, mathematics, and physics; master of business administration (M.B.A.); and master of education (M.Ed.).

Admission

Applicants whose undergraduate record is predictive of success and who have the undergraduate requirements in the field they wish to pursue may be admitted as either matriculated or non-matriculated students.

To qualify for unconditional acceptance as matriculated students, applicants must hold, minimally, a baccalaureate degree from an accredited college, and a 2.5 cumulative grade-point average (based on a four-point system). Some programs may require a higher average. Students should consult the chair of the department in which they plan to do graduate work about course requirements, any deficiencies, the planning of a program, and special regulations. Departments may have degree requirements that are not listed in the Graduate School Bulletin.

John Carroll University seniors who have nearly completed the requirements for the bachelor’s degree, and who otherwise qualify, may be admitted to the Graduate School. The application must have the written approval of the appropriate undergraduate dean and must be submitted to the Graduate School at least two weeks prior to the date of registration.

Graduate Appointments

The Graduate School annually offers graduate assistantships in certain departments. Each appointment remits tuition and most fees, and provides a stipend for the academic year. Address inquiries to the dean of the Graduate School. Several appointments as graduate assistants are available in the athletic department. Address inquiries to the director of Athletics. A limited number of graduate assistantships are also available in Student Affairs and Career Services. For more information, contact the appropriate director.
Academic Policies and Procedures

Enrollment and Course Load

Orientation

All full-time freshmen are required to take part in the New Student Orientation program. There are several orientation sessions during the summer and a final session just before the beginning of the fall semester. Full-time transfer students are also required to take part in a one-day orientation program; usually one session is held in June, one in July, one just before the beginning of the fall semester, and one in January for all new students entering the university for the spring semester. Part-time students are invited to take part in a special session for new part-time students held before each semester begins. During the orientation sessions new students are introduced to the university; meet John Carroll students, faculty, and administrators; take part in appropriate placement testing; receive academic advisement; and register for courses in the upcoming semester. Information on the New Student Orientation program is mailed to students in sufficient time to enable them to choose an appropriate session. Full-time freshmen and transfer students are not permitted to register for courses prior to the orientation sessions.

Academic Advisors

Although students are urged to make full use of the help that can be provided by academic advisors, they are expected to read and understand this Bulletin and to accept ultimate responsibility for the decisions they make. In no case will a degree requirement be waived or an exception granted because students plead ignorance of regulations or assert that they were not informed of them by the advisor or other authority.

All students have, from the beginning of freshman year, an assigned faculty advisor whom they should consult regularly about curriculum planning, course registration, and other academic decisions. Freshmen and sophomores meet twice a semester with their faculty advisor to discuss academic planning and scheduling. Near the end of the sophomore year, students declare a major program and are then reassigned to a faculty advisor representing their major field of study. The Academic Advising Center coordinates advisor assignments for freshmen and sophomores as well as declaration procedures.
Registration

For freshmen and transfer students, registration is carried out as part of the orientation program. For students currently attending John Carroll, early registration for the following semester begins approximately six weeks prior to the close of the fall and spring semesters.

Students may not register late (i.e., once the term has started) without permission from the appropriate dean, and then only for serious reasons and upon payment of a late registration fee. Students will not be given permission to register or enter classes after one calendar week from the formal beginning of the semester.

Registration Changes. Changes in enrollment or registration after initial registration for classes will be permitted only through the formal procedure prescribed by the Registrar’s Office. This applies to courses added, dropped, or changed. No courses may be added after the first week of class.

Withdrawal from a course or change from credit to audit status may be made up to a date specified each semester by the college or school concerned. Change of registration status will not be permitted during the last two weeks of class. Freshmen should note the special provisions under “Withdrawal Regulations” (see page 109).

Student Course Loads

The normal course load for full-time students is 15 to 18 hours per week, but will vary with students’ curriculum and scholarship record. Additional tuition is charged for a course load of more than 18 hours. Permission to carry excess hours (more than 18) requires, among other considerations, at least a 3.0 average in the previous semester, and permission of the dean. The minimum course load for full-time students is 12 hours.

Students on probation are required to take a reduced schedule (normally 12 semester hours in full-time programs) while their probation lasts. Students who are employed are expected to take proportionally lighter schedules in order to safeguard their health and academic progress. Students are responsible to the appropriate dean for judging the prudent ratio between credit-hour load, co-curricular activities, and outside employment in order to allow sufficient time for academic preparation. Academic responsibilities are expected to have first priority.

Certain programs requiring more than 128 semester hours (e.g., some programs in education or science) cannot be fulfilled in the usual eight semesters of full-time attendance. In entering these programs, students must plan to fulfill at least some of the added course requirements by attending summer sessions if they wish to graduate in four years.
Academic Policies and Procedures

Credit

The unit of instruction is one hour a week for one 15-week semester, or its equivalent. This unit is called a credit hour and is the measure of university work. Academic credit is given only in accordance with the course descriptions as published in this Bulletin.

Pass/Fail Option

Students who have obtained sophomore status are permitted to take up to six courses on the Pass/Fail basis with the following restrictions:

Students may not register for more than one such P/F course per semester and may not use the P/F option for any course counted toward university Core requirements or in a major sequence, optional minor, or concentration. Business majors may not use the P/F option for any of the Business core courses. **Students wishing to take courses on a P/F basis must have an academic petition approved by the appropriate dean.**

Students wishing to take the P/F option or change from the P/F option to regular grading registration should so indicate at the time of final registration or no later than the end of the second week of class. Any change in registration must be made formally at the Student Service Center, once an academic petition has been approved by the appropriate dean.

Students selecting the P/F option must earn a grade of C or higher to be eligible for the Pass grade. Courses completed with the Pass grade (designated “CR” for Credit) will not be included in the computation of the overall average. However, students who are registered for a course on the Pass/Fail basis but earn any grade below C will receive that grade, and it will be included in the computation of the overall average.

Students planning to enter graduate or professional schools are reminded that in many schools their admission may be jeopardized by a substantial amount of P/F course work.

Auditing

Students who audit a course do not receive credit toward graduation or a grade for the course, but the fact that they audited the course is recorded on the transcript. Such students must register for the course as “Audit” – after obtaining permission from the appropriate dean – and pay the same tuition as those who take the course for credit. Audit students are required to attend regularly. **Failure to do so can result in a grade of AW.**

Change of registration from credit to audit status must be carried out through the Registrar’s Office during the first **two** weeks of the semester. Freshmen (those with
Academic Policies and Procedures

fewer than 25 hours completed] must have the approval of the academic advisor and the
associate or assistant dean.

Audit for Dean’s List Students. Dean’s List students who have earned 60
semester hours of credit at John Carroll toward graduation, and who attain the
distinction of being on the Dean’s List in any given semester, may during the
course-change week of the following semester, with permission from the appropriate
dean, register to audit one course without fee. Such students are required to attend
audited courses faithfully.

The Dean’s List audit privilege may not be used for any course for which students
have already registered.

Audit for Honors Program Students. All Honors Program students in good
standing, who have completed at least 32 hours of course work at John Carroll
University, are eligible to audit one course a semester without fee. Permission to audit
a course must be obtained from the director of the Honors Program and from the
appropriate dean. Students are expected to meet the normal attendance requirements of
the audited course. A student must register for the course to be audited during the first
week of classes. Any earlier registration for the course to be audited invalidates the
privilege of a free audit for that course.

Attendance Regulations

Students are expected to attend each and every scheduled meeting of all courses in
which they are enrolled and to be present for the full class period. Absenteeism and
tardiness, regardless of cause, are a threat to academic achievement. Recognizing that
perfect attendance is not always possible, the university addresses the issue of absences
as follows.

During the first week of a semester each instructor will provide, as part of the class
syllabus, a written statement of the attendance policy for that class. The statement will
contain an explanation of the consequences for absences as well as a policy on excused
absences, and will be made available to each student properly enrolled in the class.

A student who is absent from a class is responsible, nevertheless, for all material
covered during the class period. The student is also subject to appropriate
consequences, as described by the instructor in the syllabus, if a test, quiz, recitation,
homework assignment, or any other activity falls on the day of absence unless the
student is granted an excused absence.

Excused Absences

A student who must miss a scheduled class meeting may be granted an excused
absence at the discretion of the instructor. An excused absence entitles the student to
make up any required activity that took place on the day of the absence. The student is
Academic Policies and Procedures

still responsible, however, for any material covered during the class period that was missed. In case of illness, accidents, or other serious emergencies, the university presumes an excused absence would be granted.

Excused Absences for Extracurricular Activities

Students who anticipate missing a class because of extracurricular events which are officially sponsored by the university have the responsibility to consult the syllabus for the class and identify any possible conflicts between required activities in the course and their extracurricular events. If conflicts are identified, the student should obtain an official letter of participation from the coordinator of the activity and present it, along with a schedule of events for the semester, to the faculty member involved, identifying the dates of conflict, if possible, and requesting excused absences. If possible, faculty members are to grant excused absences for these students. However, students should be aware that last-minute requests are usually inappropriate. One week prior to each event the student will present to the faculty member a written request for an excused absence and, if an excused absence is allowed, make final arrangements for any work that will be missed. If a faculty member finds it impossible to grant an excused absence, the student will be bound by the statements on attendance as described in the syllabus for the class.

If an excused absence is not granted, an appeal is first made to the course instructor. If the matter remains unsettled, the faculty member and the chairperson will then attempt to resolve the difficulty with the student. If this does not lead to resolution, the academic dean normally will rule in the matter.

Policy and Procedure for Making Up Missed Final Examinations

Policy. A student’s failure to take a final examination at the regularly scheduled time is a serious matter.

Only extraordinary circumstances warrant a student’s being allowed to make up a missed final examination. Reasons such as misreading the examination schedule, having three examinations on the same day, oversleeping, and the like are not normally considered extraordinary. In the process of determining whether a request for taking a make-up examination should be allowed, the burden of proof is on the student. The instructor has the right to request verification of the excuse offered by the student.

Procedure: Step 1. If a student knows beforehand that he/she will be forced to miss taking a final examination at the regularly scheduled time, it is the student’s responsibility before the scheduled time of the examination to inform the instructor and to request permission to reschedule the final examination.

If a student has missed the scheduled final examination because of extraordinary circumstances, the student is responsible for contacting the instructor by the end of the first working day after the day of the missed examination and requesting permission to take a make-up examination. If the instructor is unavailable when the student seeks
Academic Policies and Procedures

him/her, the student is to contact the department office, which will contact the instructor. The student’s leaving a note expressing a desire to take a rescheduled final examination is not to be taken by the student as having received permission to do so.

Step 2. The instructor, upon speaking to the student, will either deny the request or approve it and make arrangements with the student for a make-up examination to be taken, normally before final grades are due, at an agreed upon time and place.

If, after being contacted, the instructor will be unavailable to see the student, the instructor, with the department chairperson’s permission, may delegate authority to the chairperson to make the decision and leave a make-up examination with the chairperson in case approval is given.

Step 3. A student who is denied permission to take a make-up examination may appeal immediately to the dean of the academic unit to which the instructor belongs. In any case, any appeal must be made by the end of the first working day after the day of the denial. The decision of the dean will be final.

Withdrawal Regulations

Students are considered in attendance until they have completed all prescribed withdrawal procedures. Withdrawal procedure is as formal as registration procedure. Tuition and laboratory fees are returnable only as indicated under “Refunds” (page 27).

Students must carry out proper withdrawal procedures personally in the Student Service Center. Withdrawals during the first week of class leave no indication of the course on the student’s transcript. For withdrawals between the 2nd and 12th week of a regular semester, a W appears on the transcript; this is the time of “withdrawal without prejudice.” No withdrawals are permitted after the 12th week. Students withdrawing at any time without following proper procedures automatically receive a WF, which is considered a failing grade and is computed in the cumulative average. Final dates for the above periods are indicated in the academic calendar. Withdrawal deadlines for summer sessions are printed in the Schedule of Summer Classes.

First-year students who wish to withdraw from a course, including the first week of classes, must first consult with their advisor. In cases where the advisor is not available, students must consult with the assistant dean of the College of Arts and Sciences or a staff member of the Academic Advising Office before dropping. The academic advisor course-drop discussion form must be used when a first-year student drops a course.
Academic Policies and Procedures

Academic Standing

Grading System

Students are evaluated by their retention of substantial information, insight regarding the significance of this information, ability to apply it to new situations, and ability to communicate the knowledge assimilated.

Quality Points and Averages

Candidates for a degree must not only gain the number of credits required, but also attain a certain standard of excellence. This standard is determined on the basis of quality points.

The number of quality points applied to each grade is listed in the section “Grading System” (pages 110-111). The quality points for a course are the product of the credit hours in that course times the quality points applied to the grade earned in it. A grade of A earns 4.0 times as many quality points as there are credit hours in the course; a grade of A–, 3.7 times as many quality points, etc.

An average of at least 2.0 (C) in all courses taken for credit and at least 2.0 in the major is required for graduation. As a general rule, therefore, students must minimally accumulate quality points equal to twice the credit hours attempted at John Carroll.

Academic standing at the end of any semester is determined by the ratio of the total number of quality points received to the total number of credit hours attempted in that semester. For example, students who earn 32 quality points while attempting 16 hours have an average of 2.000 (32÷16); students who earn 51.1 quality points while attempting 16 hours have a scholastic average of 3.194 (51.1÷16). Similarly, the cumulative average at John Carroll is determined by dividing all quality points earned by all credit hours attempted. A student who over four semesters has earned 192 quality points and attempted 67 hours has a cumulative average of 2.866 (192÷67).

The quality of work and the point system are indicated by the following grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding scholarship. 4 quality points per credit hour.</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 quality points per credit hour.</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3 quality points per credit hour.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Superior work. 3 quality points per credit hour.</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 quality points per credit hour.</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3 quality points per credit hour.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average. 2 quality points per credit hour.</td>
<td></td>
</tr>
</tbody>
</table>
## Academic Policies and Procedures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>1.7 quality points per credit hour.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 quality points per credit hour.</td>
</tr>
<tr>
<td>D</td>
<td>Work of the lowest passing quality. 1 quality point per credit hour.</td>
</tr>
<tr>
<td>F</td>
<td>Failure. If the subject is required, the course must be repeated. No credit hours, no quality points.</td>
</tr>
<tr>
<td>FA</td>
<td>Failure because of excessive absences.</td>
</tr>
<tr>
<td>HP</td>
<td>High Pass. Honors Program only.</td>
</tr>
<tr>
<td>P</td>
<td>Pass. Honors Program only.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal through proper procedure.</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal without following proper procedure.</td>
</tr>
<tr>
<td>AD</td>
<td>Audit.</td>
</tr>
<tr>
<td>AW</td>
<td>Auditor who fails to fulfill attendance requirements.</td>
</tr>
<tr>
<td>SA</td>
<td>Satisfactory. This grade is used in noncredit courses.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Work incomplete. Work is to be completed within one month following the last normal examination date of the semester in which the grade is incurred or the grade of I converts to F. An extension may be granted by the appropriate dean for very serious reasons, usually medical.</td>
</tr>
<tr>
<td>X</td>
<td>Absent from final examination. Courses whose final exams are not completed within one month following the last scheduled examination will convert to a grade of F.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit granted for master’s thesis upon approval, student teaching, and other designated courses. Also indicates achievement of a grade of C or better in courses taken on the Pass/Fail basis.</td>
</tr>
</tbody>
</table>

Courses in which the grades of F, FA, or WF have been assigned are counted among attempted courses in the computation of the overall average.
Academic Policies and Procedures

Student Classifications

For purposes of class standing, requirements, eligibility, and the like, degree-seeking undergraduate students are classified as follows: as FRESHMEN upon admission with proper high school credentials until the completion of 24 semester hours; as SOPHOMORES upon earning at least 25 semester hours and until the completion of 54 semester hours; as JUNIORS upon earning at least 55 semester hours and until the completion of up to 85 semester hours; as SENIORS upon earning more than 85 semester hours and until the completion of degree requirements.

Academic Honesty

Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged properly. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of all of the instructors involved.

Concerns about the propriety of obtaining outside assistance or acknowledging sources should be referred to the instructor of the course before the work commences.

Penalties, appropriate to the severity of the infraction, may include a grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the university. Abuse of computer privileges may result in their restriction and possibly in more severe penalties. Instructors may indicate specific penalties for academic dishonesty in their course syllabi.

Any appeal by a student is to be made first to the instructor. If disputes of interpretation arise, the faculty member and chairperson will attempt to resolve the difficulty with the student. If this does not lead to resolution, the academic dean normally will rule in the matter.

If a penalty is imposed for academic misconduct, a written report of the incident may be sent to the academic dean. The dean will review the case and determine if, in light of other information and records, further disciplinary action is warranted.

Policy and Procedure for Appeal of a Course Grade

Policy. The instructor has both the professional competence and the jurisdiction to determine grades; the student has the right to appeal a course grade that the student
believes to be in error. The only basis for an appeal is whether the grade has been determined fairly within the grading system adopted by the faculty member.

Thus every student has the right to know at the beginning of any semester how the final grade for any particular course will be determined. This means knowing what percentage of the final grade the assignments (tests, quizzes, papers, class participation, etc.) will comprise.

For this reason the instructor has the obligation to present this information to the student at the beginning of the semester as part of the syllabus. Once the semester begins, an instructor should not make substantial changes in the grading system and should inform the students of even minor changes. If an instructor does not provide such information, the student has the right to seek redress.

**Procedure:**

**Step 1.** The student who wishes to contest a course grade should first make an effort to discuss the matter with the instructor and attempt to resolve the problem concerning the disputed grade. (If the instructor is away from the university during the period of the grade appeal, the student may proceed directly to the department chairperson.)

**Step 2.** If there is no satisfactory resolution at this level and the student wishes to pursue the matter further, the student must initiate a formal grade appeal within a specific time period. (A disputed course grade from the fall semester must be appealed by the end of the sixth week of the spring semester. A disputed course grade from the spring semester or one of the summer sessions must be appealed by the end of the sixth week of the fall semester.) The appeal must be made in writing to the instructor and a copy sent to the department chairperson, who will then schedule a meeting with the student and the instructor.

**Step 3.** If the department chairperson cannot resolve the dispute in a manner satisfactory to the parties concerned, the chairperson will notify the dean of the school in which the course is taught. The dean will then attempt to resolve the problem.

**Step 4.**

A. If the dean judges that the appeal is without sufficient basis, the dean can so rule and the case is closed.

B. If the dean is in doubt or thinks it possible that the grade should be changed contrary to the wishes of the instructor, the dean will request the Faculty Service Committee to provide a list of the names of nine faculty members, randomly selected, from which the dean, the involved instructor, and the student will choose three to consider the matter. (If agreement on all three cannot be reached, the dean will fill any remaining spots on the committee from the names on the list.)

C. Both the instructor and the student will present their cases to the committee. (The appeals committee will make no effort to establish whether a grading
Academic Policies and Procedures

system is academically sound; rather it will attempt to establish whether an instructor’s grading practices and procedures were followed consistently, fairly, and accurately according to the standards set forth in the syllabus and other course directives.)

D. The committee will then decide by majority vote to recommend that the grade be changed and notify the dean of its decision. The committee shall provide the dean with a written summary of the main reasons for their recommendation. The dean will make the final decision after carefully considering the recommendation of the committee. If deciding contrary to the recommendation of the committee, the dean should explain the reasons for the decision in writing to the committee.

Step 5. The dean will then notify the instructor, the department chairperson, and the student of the decision, ordinarily by the end of the semester during which the appeal arose.

Academic Reports

Academic reports of final grades are sent directly to students at the end of each semester. Reports are not to be represented as official transcripts. Authenticated transcripts will not be released until all financial obligations to the university have been fulfilled.

Mid-term grades are given to freshmen for all courses in which they are enrolled, but only grades of C– or lower are reported for other students at mid-term. None of these grades become part of the permanent record.

Students who wish their academic reports released are asked to submit written requests for release of transcripts. Forms for this purpose are available in the Registrar’s Office and in the Student Service Center. The university reserves the right to make judgments regarding the release of grades to government agencies or others making bona fide requests for information.

Course Standing

Courses in which a C–, D+, or D grade is earned may, with the appropriate dean’s permission, be repeated only once, and the permanent record then includes the grades of both attempts. For the purpose of computing academic standing, both attempts are counted, but credit toward graduation is given only once.

Graduation Requirements

Students must apply for graduation through the assistant dean’s office of the college in which they major by the deadline announced in the university calendar.
Graduation requirements include general requirements, all Core requirements, and all requirements for the major. Successful completion of at least 128 semester credit hours, with a quality-point average of at least 2.0, is required for graduation. This minimum average must be met in the major and overall. In addition, the Boler School of Business requires a 2.0 average in the Business core. The last 30 semester hours must be completed in residence at John Carroll University.

Summer Graduates Participating in the Spring Commencement Ceremony.
The following criteria will apply for allowing students to participate in the commencement ceremonies prior to the completion of all degree requirements.

1. **Undergraduate students** must have no more than 9 remaining credit hours in order to complete their degree program. Two weeks prior to spring commencement, students must be registered for courses that will complete their degree requirements by the end of the summer. If the course(s) needed to graduate is (are) not offered at John Carroll University during the summer, arrangements must be completed which will insure proper transfer to the student’s degree program at John Carroll. Students planning to graduate in August should have completed an application by March 1.

2. Students cannot have more than a three-quality-point deficit in any of the various categories in which a 2.0 grade average is needed for graduation. (This includes overall grade-point average, average in the major, and, in the case of Boler School students, average in all business courses.) Quality points will be calculated after course work for the spring semester has been completed and prior to the graduation ceremony.

3. Undergraduate students participating in the May commencement ceremony who have not completed all degree requirements will have their honors listed in the commencement program according to their overall grade-point average as of the end of spring semester.

4. **Graduate students** who are not writing an essay or thesis must have no more than nine remaining hours in order to complete their degree program. Graduate students who have not completed the essay or thesis (but who have completed all course requirements) must submit a petition signed by their academic advisor stating that the thesis or essay will be completed by the deadline established by the Graduate School for summer school graduation. Graduate students should apply for the May commencement ceremony no later than March 1.

Dean’s List

Only students who are in good standing and have completed a minimum of 12 semester hours of regularly graded course work (i.e., exclusive of Pass/Fail course
Academic Policies and Procedures

work) within a semester with a quality-point average of 3.50 or higher will be eligible for the Dean’s List.

Graduation Honors

The quality-point system is used to determine graduation honors. To qualify for graduation honors, a student must complete at least 60 credit hours in graded courses on the undergraduate level, all taken at John Carroll. To merit the distinction *cum laude*, candidates must attain a quality-point average of 3.50; *magna cum laude*, 3.70; *summa cum laude*, 3.90. These honors are inscribed on the diploma.

Commencement

John Carroll University conducts formal commencement exercises each year in May. Attendance at these exercises is optional; those attending must wear academic cap and gown. Diplomas are also issued in January and August, but students are invited to march in May.

Academic Warning

Students are placed on warning whenever their semester average drops below 2.0 while their cumulative average remains above this minimum, or when the cumulative average is above the levels for probation, but below 2.0. Such students receive notice of academic warning and may be excluded by their dean from certain extracurricular activities.

Academic Probation

Academic Probation is the status of any student whose cumulative average falls below these standards:

<table>
<thead>
<tr>
<th>Earned Hours</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.75</td>
</tr>
<tr>
<td>13-24</td>
<td>1.80</td>
</tr>
<tr>
<td>25-47</td>
<td>1.90</td>
</tr>
<tr>
<td>48+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Probation is imposed by the appropriate dean at the end of any semester when the cumulative average is below these standards and continues for at least one semester until the required average is earned. Students on probation are subject to the following restrictions:

1. They may not register for a course load greater than that they carried during the semester immediately preceding notice of probation. Normally registration is limited to 12-13 semester hours; in no case may a student on probation register for more than 15 semester hours.

2. They may not engage in varsity or club sports.
Academic Policies and Procedures

3. They may not pledge a fraternity or sorority, or join other campus organizations; hold any elective or appointive office on campus; or serve on any student committee.

Freshman Privilege

Freshman Privilege is intended to help students recover from major-direction choices that turned out not to match their real interests or talents. As a result, such students may have done poorly (D, F) in courses required by those intended programs. Yet they very often can be successful in a new and different major program.

NOTE: Petition for Freshman Privilege under these provisions must be approved in writing by the assistant dean of the College of Arts and Sciences before the student begins the next term after completing 40 earned hours.

To improve their chances of success, these students may petition the dean in writing for the privilege of having such courses excluded from the calculation of their overall Quality Point Average (QPA). If granted, this exclusion is made on the assumption that the student will no longer pursue a major program in the same area. Thus, for example, the student would normally change from pursuing a major in science to one in liberal arts or business, or from attempting a major in business to one in science or in liberal arts. The student’s previous course work is then re-evaluated, omitting the pertinent deficiency grade or grades and credit (if the course was passed) from inclusion in the QPA. (Note, however, that repeating the course or courses for which the privilege may have been granted will nullify the privilege, and restore the deficiency grade or grades in the student’s QPA.) Courses for which the privilege has been granted remain listed on the student’s permanent record (transcript) with the designation FP.

In general, the following courses are not privilegeable: (1) those required for the completion of all undergraduate degrees, e.g., First-Year Seminar, CO 100, EN 103 or 111 or 114, EN 112 or 116, courses in one of the languages, PL and RL courses required for completion of the University Core Curriculum; (2) those not required for the completion of any undergraduate degree, e.g., AR, CE, FA, MS, PE. Other courses normally taken for Core are also not privilegeable.

Dismissal

Students are subject to dismissal for academic deficiencies by the appropriate dean if they are placed on probation for two successive semesters or if their grades decline while on probation status in any semester, or if they fail more than one course in any semester. Students who have been academically dismissed may not apply for reinstatement until at least one full semester and one summer have elapsed. (For conditions of reinstatement, see pages 23-24.)
Academic Policies and Procedures

Transfer of Credit

Transcripts

Students who wish transcripts of records in order to transfer to other schools or for other purposes should apply in person or by signed letter to the Registrar’s Office at least two weeks in advance of need. To protect students and alumni, no telephone requests for transcripts will be honored. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university to which transfer is desired. A fee of $3 is required for each transcript. Transcripts are released only when all outstanding balances have been paid. Further information about the services provided by the Registrar’s Office will be found on pages 53-55 of this Bulletin.

Transfer within the University

Students who wish to transfer within the university from the College of Arts and Sciences to the Boler School of Business, or vice versa, should consult with the academic advising office of their academic unit.

Concurrent Enrollment and Transfer of Credit

On occasion it may be desirable or even become necessary for students to enroll as transient students at another institution. With the approval of the appropriate dean, students may assume such concurrent enrollment status at other accredited institutions. The following are situations for which deans will generally approve concurrent registration and transfer of credit:

1. Cross-registration

Full-time students with a 2.0 or better average may register for one course per semester at any of the participating colleges and universities in the Northeast Ohio Council on Higher Education Cross-Registration Program. This is an enrichment program, and courses eligible for cross registration are those normally not available at the home institution. Certain restrictions apply, and approval must be granted by the dean of the appropriate college, and the registrars at the home and host institutions.

2. Study Abroad

John Carroll University encourages students to study abroad, normally during their junior year. Students are free to choose the country and the university where they wish to study, provided they design a program of study under the direction of their academic advisor, department chair, and the coordinator for Study Abroad.

The Boler School offers a program of courses in London, England, each spring semester. This program is designed specifically for sophomores who intend to major in one of the programs offered by the Boler School. A limited number of students are accepted into this program during the fall semester preceding the program.
Academic Policies and Procedures

Interested students should contact the dean’s office of the Boler School or the coordinator of study abroad.

John Carroll University has special consortial agreements with the Loyola University of Chicago Center in Rome, the Beijing Center in China, and the Berlin European Studies Program; and has exchange agreements with Sophia University (Japan), and Nanzan University (Japan). When John Carroll students take courses at any of these institutions, all grades (even Ds and Fs) and all credits received are entered upon the John Carroll transcript and the quality-point average is modified accordingly. Financial-aid packages are applicable in these consortial study abroad programs to students who qualify for aid according to university financial aid guidelines.

Students may not take classes on a pass/fail option and must earn grades of C or better in all study abroad course work.

3. Washington Internships

John Carroll University participates in semester-long internship programs with the Washington Center and with American University, both in Washington, D.C. Up to 16 credit hours may be completed and transferred to John Carroll. Before participation, students must complete arrangements through the office of the appropriate dean.

4. Courses at other accredited institutions

John Carroll students who wish to take courses at another institution will ordinarily first consult with their advisor. Then they must obtain written permission of the appropriate dean before enrolling elsewhere. Course descriptions should be provided. For divisional Core and/or special designations, syllabi may be required. The permission, if given, will specify the terms under which credit will be transferred. The student must request that a transcript be sent to the registrar at John Carroll. A grade of C or better is required for transfer of credit. In such cases, only the credits are transferred; the grades received do not affect the student’s quality-point average at John Carroll.

Note: Students who intend to earn transient credit from a two-year institution (community colleges) may do so (after securing proper approvals) provided the sum of the credit hours earned or in progress at John Carroll or planned at the two-year institution does not exceed 64 semester hours.

No more than two special designations (D, S, R, W) may be transferred in to fulfill Core requirements.
Dr. Jeanne M. Croller, Professor of English
Recipient of 2004 Distinguished Faculty Award
Department and Course Codes

The department and course codes for all units of the university are arranged in the single alphabetical list shown below. The course code is the registrar’s official symbol for the subject and is used in records, reports, schedules, transcripts, and other references to a department or course.

Numbering indicates the level of the material covered in courses:

100-199 introductory courses

Seniors should exercise due consideration before taking 100-level courses, since elementary courses generally appear inappropriate on a senior’s transcript.

200-299 lower-division courses

300-399 upper-division courses open to undergraduate students

400-499 advanced courses open to both undergraduate and graduate students

500-599 graduate courses open only to graduate students; these courses are listed in the Graduate School Bulletin.

When courses are cross-listed by more than one department or program, the full description of the course is found under both the department/program administering the course and the other department/program. At the time of registration students who register for a cross-listed course must choose the department/program in which they desire credit for the course.

Hyphenated numbers — for example, 153-154 — are attached to courses that run for two semesters and indicate that the first course is prerequisite for the second course. Double numbers with a comma between them — for example, 161, 162 — are attached to courses that run for two semesters but which may be taken in any sequence.

A number in parentheses following a course number or title refers to the number of the same course as it appeared in previous issues of the Undergraduate Bulletin. If the number is preceded by a departmental symbol, it indicates a cross-listed course.
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ACCOUNTANCY
Gerald P. Weinstein, Ph.D.

ART HISTORY AND HUMANITIES
Leslie S. Curtis, Ph.D.

BIOLOGY
Valerie R. Flechtner, Ph.D.

CHEMISTRY
David P. Mascotti, Ph.D.

CLASSICAL AND MODERN LANGUAGES AND CULTURES
F. Komla Aggor, Ph.D.

COMMUNICATION AND THEATRE ARTS
Mary Ann Flannery, S.C., Ph.D.

COMPUTER SCIENCE
Douglas A. Norris, Ph.D.

ECONOMICS AND FINANCE
David C. Schirm, Ph.D.

EDUCATION AND ALLIED STUDIES
Kathleen M. Manning, Ph.D.

ENGLISH
Christopher R. Roark, Ph.D.

HISTORY
Anne Kugler, Ph.D.

MANAGEMENT, MARKETING, AND LOGISTICS
Jonathan E. Smith, Ph.D.

MATHEMATICS
Douglas A. Norris, Ph.D.

MILITARY SCIENCE
LTC. Michel L. Harris, M.B.A.

PHILOSOPHY
Joseph B. Miller, Ph.D. (Acting Chair)

PHYSICS
Anthony Roy Day, Ph.D.

POLITICAL SCIENCE
Dean N. Birch, Ph.D.

PSYCHOLOGY
Beth A. Martin, Ph.D.

RELIGIOUS STUDIES
Joseph F. Kelly, Ph.D.

SOCIOLOGY
Phyllis Braudy Harris, Ph.D.
Accountancy (AC)

Professors: R. L. Madison, R. Bloom, R. K. Fleischman, Jr., W. J. Cenker; Associate Professors: M. M. Leathart, G. P. Weinstein (Chair), K. Schuele (Interim Associate Dean); A. L. Nagy; Executive-in-Residence: G. G. Goodrich

The mission of the Department of Accountancy is to prepare undergraduate and graduate students for careers in professional accounting and for licensure as Certified Public Accountants. This preparation is to be realized through a broad-based, liberal arts education consistent with the values characteristic of Jesuit higher education and congruent with the missions of the university and the Boler School of Business to develop the student as a total person. The Department of Accountancy further seeks to develop and provide quality service courses for other undergraduate and graduate areas of study within the university and to provide quality service to other internal and external constituencies.

To achieve this mission, the Department of Accountancy mandates its faculty to:

• Demonstrate quality in the classroom through teaching that stresses rigor, discipline, method, and high standards.
• Make intellectual contributions; maintain currency with regard to professional practice; pursue professional interactions; and serve campus, community, professional, and academic organizations.
• Promote active faculty-student rapport through student advising, mentoring, and career guidance.
• Recognize ever-changing business conditions by exposing accounting students to aspects of global business, information technology, and the application of professional ethics/morals, as well as instilling technical competence and analytical skills.

Prospective accountancy majors must complete AC 201-202 with a minimum grade of C in AC 202 before being accepted as majors. Furthermore, it is strongly recommended that majors earn at least a C in each of AC 201, EC 201-202 and 205-206.

A significant number of graduates begin their careers with public accounting firms while others obtain positions in the industrial and governmental sectors. Upon completion of the accountancy program, graduates may seek professional certification by taking the examinations to become a Certified Public Accountant (CPA), a Certified Management Accountant (CMA), and/or a Certified Internal Auditor (CIA).

To qualify for the CPA certificate in Ohio, the candidate must complete 150 semester hours of college-level credit or satisfy alternate prequalification options. Accordingly, students are encouraged to discuss the various options with a member of the Department of Accountancy. Students normally complete a master’s degree in the fifth year of study.
Accountancy

Requirements

Major in Accountancy: 71 credit hours as described below.

Business Core: 47 credit hours, including AC 201-202 and MN 463-464.

Major Courses: 24 credit hours, including AC 303, 304, 312, 321, 341, 431, and two electives.

Elective courses in accountancy (AC 405, 422, 481, 483, 484, 498) are offered to provide majors with opportunities to increase their expertise in several career paths.

Comprehensive Examination: Majors must pass a comprehensive examination before graduating from the university. Seniors should take this examination in the semester they intend to complete the undergraduate accountancy curriculum. Those who fail the first written comprehensive will normally be given a second examination. Students who fail both examinations will be required to show evidence of further study in accounting and will be retested in a subsequent semester.

Accounting, “the language of business,” is fundamental to successful management as well as the basis for maintaining credible stewardship of any sizable organization. Accountancy majors are exposed to aspects of international accounting and the application of professional ethics throughout the curriculum. While the orientation is to instill technical competence and develop analytical skills in accounting, the department is aware that its majors must have a firm background in the liberal arts, sciences, business administration, and communications.

Courses and programs for graduate students are published in the Graduate School Bulletin.

201-202. ACCOUNTING PRINCIPLES 3 cr. each Prerequisites: BI 106 and sophomore standing. Elements of accounting theory, covering revenues, expenses, assets, and liabilities; account classification; analysis and recording of transactions; sources of accounting data; corporation accounting; theory of accounting valuations; preparation of financial statements; manufacturing cost flows and analysis.

211. ANALYSIS OF ACCOUNTING INFORMATION 3 cr. Prerequisites: AC 201 and sophomore standing. Terminal course for students desiring a single year of accounting. Emphasis on the user perspective, including the analysis and classification of assets, liabilities, and net worth; measurement of income; preparation and interpretation of financial statements; problems in control of costs; break-even analysis; and return on investment.
Accountancy

worth; measurement of income; preparation and interpretation of financial statements; problems in control of costs; break-even analysis; and return on investment.

303-304. INTERMEDIATE ACCOUNTING 3 cr. each Prerequisites: for AC 303, minimum grade of C in AC 202; for AC 304, minimum grade of C in AC 303. Advanced problems of corporate accounting; theory and problems of asset and liability valuation, cash flow, and application of funds.

310. ACCOUNTING FOR FINANCE MAJORS 3 cr. Prerequisites: for AC 201-202. Finance majors may take this course or the AC 303-304 sequence to fulfill accounting requirements. Advanced problems of financial reporting by corporations, including the conceptual framework of financial reporting; the establishment of reporting standards; techniques of data accumulation and preparation of financial statements; and applications of accounting principles.

312. COST ANALYSIS AND BUDGETARY CONTROL 3 cr. Prerequisite: minimum grade of C in AC 303. Distinction between managerial and financial accounting. Cost terminology, costing methods for different types of manufacturing processes, static and flexible budgets using standard costs for planning and control of operations; cost and profit analysis to support decision-making; ethical and behavioral considerations for the management accountant.

321. FEDERAL TAXES I 3 cr. Prerequisite: minimum grade of C in AC 303. Theory of the income tax. Historical review of tax development, effect of statute regulations and the courts; determination of the elements of taxable income and computation of tax and tax credit for individuals. Emphasis on theory of taxation; preparation of returns used to illustrate theory.

341. ACCOUNTING INFORMATION SYSTEMS 3 cr. Prerequisites: BI 300 and minimum grade of C in AC 303. Introduction to, analysis and understanding of the role of accounting information systems in business organizations. Operation and evaluation of manual and computerized accounting systems.

405. SEMINAR IN ACCOUNTING 3 cr. Prerequisites: minimum grade of C in AC 304 and/or as announced. Contemporary issues in accounting not covered in depth in other departmental courses. Specific topics, methods of presentation, and student requirements will be designated by the seminar leader.

422. FEDERAL TAXES II 3 cr. Prerequisite: AC 321 and minimum grade of C in AC 304. Designed to acquaint students with reporting of taxpaying entities other than individuals. These include corporations, partnerships, estates and trusts. The course also includes a review of tax research techniques and property transactions.

431. AUDITING 3 cr. Prerequisite: AC 341 and minimum grade of C in AC 304. Auditing standards, ethics, audit reports, accountants’ legal liability, and audit concepts and procedures. Major emphasis is on public accounting and financial auditing, but coverage is extended to the field of internal auditing and operational auditing.

481. ADVANCED FINANCIAL ACCOUNTING 3 cr. Prerequisite: minimum grade of C in AC 304. Advanced problems in accounting not covered in AC 304, including business combinations and financial reporting by multinational corporations. Recommended for students wishing to pursue CPA license.

483. SEMINAR IN CONTROLLERSHIP 3 cr. Prerequisite: minimum grade of C in AC 312 and C in AC 304. Includes advanced topics in managerial accounting not covered in AC 312.
Accountancy

Focus is on the role of the controller as the chief financial and managerial accounting officer. The impact of ethics also receives consideration.

484. ACCOUNTING THEORY AND POLICY 3 cr. Prerequisite: minimum grade of C in AC 304. Accounting theory and policy decisions with respect to contemporary business problems and issues.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: minimum grade of C in AC 304, consent of chair and faculty member. Research project supervised by a member of the Department of Accountancy willing to act as advisor. The student selects an aspect of accounting, establishes goals, and develops a plan of study. The plan must be approved by the chair and filed with the dean’s office. Consult the chair for departmental guidelines established for such study.
Art History and Humanities (AH)

Associate Professors: L. A. Koch, L. S. Curtis (Chair);
Assistant Professors: G. B. Guest, D. Chou

The Department of Art History and Humanities offers courses devoted to the history and theory of art, a key component in any liberal arts education. Art history explores art as a record of human creativity in an intellectual context. The scholarly methods used increase perceptive ability, analytical skills, an understanding of various cultural traditions, and the facility to express oneself with clarity and precision—strengths essential to any major course of study and to any future career. Art history courses provide the basis for majors both in Art History and Humanities.

Students make use of the comprehensive collections of the Cleveland Museum of Art for their coursework. Those enrolled in upper-level courses may have access to the extensive research facilities in the Ingalls Library, one of the largest art museum libraries in the country.

In addition, qualified majors have the opportunity to gain valuable experience by participating in internships at the Cleveland Museum of Art where they may help

Major and Minor Requirements

Major in Art History: 33 credit hours, including the following courses: Greek and Roman (AH 317), Medieval (AH 318), Italian Renaissance (AH 303), 19th Century (AH 307), Modern (AH 309 or 310), Asian (AH 211, 312, 313, or 314); and one course in either Northern Renaissance (AH 301) or Baroque (AH 304). At least one course must be at the 400 level.

Language: A reading knowledge of French, German, or an approved substitute is required for the major. This knowledge will enable students to do advanced research in the field of art history and to pursue graduate study in the future if desired. Language proficiency may be demonstrated by: a) completion of the intermediate level of the language, or b) placement into the third year of the language by examination.

Minor in Art History: 18 credit hours. Students may choose courses that provide a general overview of the field or focus on an area of special interest. N.B.: Art History minors pursuing the departmental major in Humanities may count all Art History courses taken toward the Art History minor.

Humanities Major and Minor are described on page 236-237.
Art History and Humanities

prepare exhibits, do archival research on objects, help with public lectures, conduct surveys, work with public relations, or engage in slide curatorship. Internships are also available with area organizations such as the Museum of Contemporary Art, the Sculpture Center, Cleveland Artists Foundation, and other art-related concerns.

In order to broaden their experience, students are encouraged to take advantage of the numerous study-abroad opportunities available to them. Up to six credit hours may count toward the major during a study-abroad program if approved in advance of enrollment.

Introduction to Art History (AH 101) is a prerequisite for all courses offered by the department. After completing the introductory survey, students may take any of the intermediate (200-300) or upper-level courses (400) for which they feel prepared.

The department participates in the graduate program leading to the master of arts degree in humanities. Program requirements and course descriptions are published in the Graduate School Bulletin.

Art History Major

Art historians pursue careers in higher education, art museums, galleries, historical societies, publishing, conservation, art dealership and evaluation, and art criticism. The international character of the art history major also makes it highly recommended for those interested in foreign service and international business—areas of immense importance in today’s world.

Art History Minor

The art history minor will allow the student to apply to most graduate programs in art history. It can also be used to complement or augment a major in other areas of the humanities, the sciences, or business and professional studies. Selection of courses should be made in consultation with the chair or a designated advisor in the department.

101. INTRODUCTION TO ART HISTORY 3 cr. Introduction to world art. Major works of painting, sculpture, and architecture of the Ancient, Medieval, Renaissance, Baroque, and Modern periods, as well as Asian and African art, including discussion of historical and intellectual contexts. A prerequisite course for all others that provides a firm foundation for further study and familiarity with art historical methodology.

110. INTRODUCTION TO 2-D DESIGN 3 cr. Prerequisite: AH 101. The basic studio foundation course which studies elements and principles of two-dimensional design and color theory. The fundamental principles of design (balance, unity, repetition, rhythm, variety, and emphasis) related to the organization and manipulation of the basic elements of line, shape, texture, value, color, and space. For elective credit only; not applicable to the Core or the major or minor in Art History or Humanities.

211. ART OF INDIA, CHINA, AND JAPAN 3 cr. Architecture, sculpture, painting, and ceramics of India, China and Japan, studied in the context of politics and religions (Hinduism,
Art History and Humanities

Buddhism, Taoism, Confucianism, and Shintoism) from ancient times to the modern world. No previous knowledge of Asian Art or culture is assumed.

240. DRAWING 1 3 cr. Prerequisite: AH 101. Introduction to various drawing media and techniques. Studio practice. For elective credit only; not applicable to the Core or the major or minor in Art History or Humanities.

242. PAINTING I 3 cr. Prerequisite: AH 101. Introduction to the materials, techniques, and styles of painting. Studio practice. For elective credit only; not applicable to the Core or the major or minor in Art History or Humanities.

248. INTRODUCTION TO TYPOGRAPHY AND GRAPHIC DESIGN 3 cr. Prerequisite: AH 101. An introductory course with a focus on elements of typography: the basic elements of typography and the use of letterform as a design element; analysis of historical and contemporary trends in type design; the application of typography to the field of graphic design. For elective credit only; not applicable to the Core or the major or minor in Art History or Humanities.

250. ART STUDIO 3 cr. Prerequisite AH 101 or permission of department chair. Intermediate-level study of the materials, techniques, and styles of drawing or painting. Studio practice. For elective credit only; not applicable to the Core or the major or minor in Art History or Humanities.

251. ADVANCED ART STUDIO 3 cr. Prerequisite AH 250 or permission of department chair. Continuation of the principles and practices begun in AH 250. Studio practice. For elective credit only; not applicable to the Core or the major or minor in Art History or Humanities.

299. PROBLEMS IN STUDIO ART 1-3 cr. Aspects of studio art, such as drawing, 3-D, and color, which change from semester to semester. No prerequisite, although AH 101 is highly recommended.

301. NORTHERN RENAISSANCE ART 3 cr. Painting, sculpture, and prints of northern Europe in the 15th and 16th centuries, with special attention to artists such as Jan van Eyck, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel.

303. ITALIAN RENAISSANCE ART 3 cr. Painting, sculpture, and architecture in Italy from the 14th through the 16th century, including masters such as Giotto, Masaccio, Donatello, Botticelli, Leonardo da Vinci, Michelangelo, Giovanni Bellini, and Titian. Influence of Humanism and of shifting political and religious ideas.

304. BAROQUE ART 3 cr. Painting, sculpture, prints and drawings, and architecture of 17th-century Europe from the Counter-Reformation through the reign of Louis XIV of France, including artists such as Caravaggio, Bernini, Rembrandt, Rubens, Velasquez, and Poussin.

307. 19TH-CENTURY ART 3 cr. European and U.S. painting, sculpture, and architecture from Neo-Classicism, Romanticism, and Realism through Impressionism, including artists such as Goya, David, Delacroix, Blake, Courbet, Manet, Monet, and Cassatt.

308. VISUAL ARTS IN THE UNITED STATES 3 cr. Survey of art in the USA—painting, sculpture, and architecture—from earlier colonial times to the contemporary. Emphasis on major contributors, including Copley, Cole, Homer, Eakins, Frank Lloyd Wright, The Eight, members of the Stieglitz and Arensberg circles, the Regionalists, Abstract Expressionists, and the Pop artists.
Art History and Humanities

309. HISTORY OF MODERN ART 3 cr. Survey of the development of modernism in painting, sculpture, and architecture from 1880 to 1945, with a focus on major avant-garde movements such as Fauvism, Cubism, Expressionism, Dadaism, Surrealism, and the International Style.

310. CONTEMPORARY ART 3 cr. Study of contemporary painting, sculpture, and architecture since 1945, with a focus on movements such as Abstract Expressionism, Pop Art, Minimalism, and developments ranging from Performance Art to Electronic Media.

311. CINEMA OF THE AVANT-GARDE (235) 3 cr. Survey of the cinema with special emphasis on visual elements and the relationship between the avant-garde in cinema and the other visual arts. Study of the development of motion pictures and their cultural contexts.

312. ART OF INDIA 3 cr. Survey of the art and architecture of India from the Indus Valley civilization through the Moghul era to the modern period. Works of art will be examined within their cultural and religious contexts, including the Buddhist, Hindu, and Islamic traditions. The art of Southeast Asia may also be examined as an outgrowth, as well as a redefinition, of Indian culture.

313. ART OF CHINA 3 cr. Survey of the art and architecture of China from the Neolithic period to the 20th century, with emphasis on the cultural, aesthetic, and religious context of works of art. Topics include Shang bronzes, Han concepts of the afterlife, the impact of Buddhism, patronage and painting, and the landscape tradition.

314. ART OF JAPAN 3 cr. Survey of the art, architecture, and decorative arts of Japan from the Neolithic period to the 20th century, with an emphasis on their cultural and religious contexts. Special emphasis on the stimulus of contacts with China and Korea in the evolution of the visual arts in Japan, including the impact of Buddhism.

315. AFRICAN AND OCEANIC ART (213) 3 cr. Art and culture of Africa and the Pacific Islands. Gold work, pottery, ivory, and ritual costume. Emphasis on works from the Cleveland Museum of Art. No previous knowledge of the art or culture of these areas is assumed.

316. ART OF THE ANCIENT AMERICAS (215) 3 cr. Art, architecture, and culture of Mexico, Central and South America, and Ancient Native America. Pyramids, palaces, jades, pottery, and gold work. Rites of kingship, warfare, and blood sacrifice. Emphasis on works from the Cleveland Museum of Art. No previous knowledge of the art or culture is assumed.

317. GREEK AND ROMAN ART 3 cr. Marble and bronze sculpture, temple architecture, and vase and fresco painting, of ancient Greece and imperial Rome. Focus on the art of Periclean Athens, Alexandrian Greece, the Roman Republic, and the Empire in the West.

318. MEDIEVAL ART 3 cr. Art and architecture of Europe from the fall of the Roman Empire to the start of the Renaissance with emphasis on monumental church decoration, the secular art of the nobility, and the place of Jewish and Islamic art in medieval Europe.

319. GOTHIC ART 3 cr. Cathedrals, sculpture, and painting of the late medieval period from the mid-12th century to the refined grace of the courtly art of the late 14th century, including stained glass, manuscripts, metalwork, ivories, and enamels.

320. ART OF THE EARLY CHRISTIAN WORLD 3 cr. How artists and patrons developed a new visual language to communicate the beliefs of the emerging Christian religion within the context of the late Roman empire.
Art History and Humanities

399. TOPICS IN ART HISTORY 3 cr. Various subjects related to the methods of art history, specific artists, styles, or themes not usually covered in the regular course offerings.

425. IMPRESSIONISM 3 cr. Major artists of the Impressionist movement from the radical style of Manet and the colorful palette of Monet, Renoir, and Degas, to the experimental compositions and techniques of Seurat, Cezanne, Van Gogh, and Gauguin.

430. THE AGE OF MICHELANGELO 3 cr. Italian art and culture during a period dominated by the genius of Michelangelo (1490s-1560s). Topics to be studied in connection with Michelangelo and his influence include artists’ competition with antiquity, Mannerism, art theory, Medici patronage, the Florentine Academy, and artists’ biographies.

431. SIXTEENTH-CENTURY ART IN ROME: MANNERISM TO COUNTER-REFORMATION 3 cr. Prerequisite: AH 101. Developments in painting, sculpture, and architecture in Rome during the 16th century, focusing on the transition from Mannerism to the Counter-Reformation. Considers major artists and works from the late period of Michelangelo to the arrival of Caravaggio in Rome in 1592, examining them in a broader cultural context from the impact of the Council of Trent to the patronage of popes, cardinals, and princes.

432. RENAISSANCE ROME: POPES AND CARDINALS AS PATRONS OF ART 3 cr. Key monuments, ideas, and themes in papal and cardinalate patronage of art in Rome with emphasis on the 15th and 16th centuries. Topics include the Vatican and St. Peter’s; the projects of Michelangelo and Raphael; the ideology of Rome as Caput Mundi; and the popes as temporal and spiritual rulers.

434. THE SYMBOLIST MOVEMENT: ART AND CULTURE AT THE END OF THE NINETEENTH CENTURY 3 cr. Art of the Symbolist era, from Gustave Moreau and Odilon Redon to the Rosicrucians and the Nabi, in the context of late 19th-century culture. Relationships between the visual arts, literature, music, and other phenomena, such as the development of Freudian psychoanalysis and interests in occultism.

435. MATISSE, PICASSO, AND DUCHAMP 3 cr. Study of three 20th-century modernists who, through their unique contributions and associations with Fauvism, Cubism, Dada and Surrealism, have continued to influence developments in contemporary art. Includes individual achievements and interactions with the cultural context of their times.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: consent of instructor and department chair. Special projects in art history. Projects must be approved prior to registration. Senior art history majors and graduate humanities students only.

499. TOPICS IN ART HISTORY 3 cr. Various subjects related to the methods of art history, specific artists, styles, or themes not usually covered in regular course offerings.
Arts and Sciences (AR), Fine Arts (FA), and First-Year Seminar (FY SEM)

These courses are designed to improve basic skills, to provide knowledge and direction essential to success in college and later life, and to provide enrichment opportunities in the arts. Besides those described below, other courses in the academic departments serve the same objective. Among them are courses in composition and rhetoric (EN 103, 111-112, 114-116), basic speech communication (CO 100), Word Power through the Classics (CL 210), and Introduction to the World of Work (CE 101).

Students may apply a maximum of four 1-credit AR courses, and a maximum of four 1-credit FA courses, toward graduation. Unless otherwise specified, no more than eight 1-credit courses from any combination of courses in Arts and Sciences (AR), Communications (CO) 140-175, Cooperative Education (CE), Fine Arts (FA), and/or Physical Education (PE) 120-174 may be applied toward graduation. Except for AR 291, credits from these courses may not be used to satisfy Core or major requirements.

First-Year Seminar (FY SEM)

Chair of University Core Committee: Lauren L. Bowen (PO)
Chair of First-Year Seminar Committee for 2005: E. Paul Thomson (PL); 2006-2007: Earl W. Spurgin (PL)

FY SEM 3 cr. Introduction to the academic life which focuses on the perennial questions of human experience, utilizes an inter-disciplinary approach to those questions, and promotes active learning among both students and faculty. This seminar encourages students to question and clarify their values as they simultaneously develop their oral, written, problem solving, and critical thinking skills. Faculty are drawn from all academic departments. Common readings used in all sections. Topic for 2005: Democracy, Science, and Capitalism. Topic for 2006-2007: The Body in Art, Science, and Literature. This course is required of all first-year students.

Arts and Sciences (AR)

Professor: R. J. Kolesar (MT); Lecturers: C. A. Kerrett, C. Lee III, S. Kus-Patena

110. READING IMPROVEMENT I 1 cr. Designed to strengthen the reading and study skills of the college student. A combination of classroom and laboratory experience to develop vocabulary, comprehension, time management and speed techniques, and efficient test-taking. Limited in fall term to entering first-year students; open to all students in spring term.
Arts and Sciences, Fine Arts, and First-Year Seminar

111. READING IMPROVEMENT II 1 cr. Prerequisite: AR 110. Continuation of AR 110, emphasizing speed techniques, critical reading, idea reading and analogies. Approval of instructor is necessary to register for this course.

112. APPLIED STRATEGIC LEARNING 1 cr. Application of principles of cognitive learning theory. Strategic learning strategies used to improve academic performance.

171. INTERDISCIPLINARY SCIENCE 3-4 cr. Corequisite: AR 171L. Interdisciplinary approach to science teaching in elementary school. Topics include concepts in biology, chemistry, and physics. Course coordinated by science departments and the Department of Education and Allied Studies.

171L. INTERDISCIPLINARY SCIENCE LAB 0 cr. Corequisite: AR 171. Laboratory experiments illustrating concepts and procedures developed in AR 171.

199. CULTIVATING COMMUNITY 3 cr. A multi-disciplinary course; focused academic engagement to develop students’ awareness of the human condition. Students in turn are challenged to engage their community to work for a positive change.

200. CROSS REGISTRATION 1-6 cr. An administrative holding number used to facilitate cross-registration with other Cleveland-area institutions. Credit assigned to proper academic department on submission of transcript. Program described on page 118.

203. PROBLEM SOLVING 1 cr. Through exposure to creative methods in problem solving, the student gains insight into how one thinks and how to modify one’s thinking to be comfortable when confronted with a problem, thereby increasing chances for obtaining a solution.

291. JUSTICE AND DEMOCRACY IN A GLOBAL CONTEXT 3 cr. Interdisciplinary course taught by two or more faculty from the Departments of Religious Studies, Political Science, and History. Focus on the interaction of religion and politics in specific historical contexts. Specific topics will vary by semester but typically will include themes related to the construction of religious, racial, and national identities; the roots of violence and conflict resolution; the articulation of differences and the promotion of democracy and justice. Designed for prospective majors in the Departments of Religious Studies, Political Science, and History, and applicable to major requirements in each of these departments. Suggested as prerequisite to enrolling in Arts of Democracy learning communities.

299. PROFESSIONAL TEST-TAKING STRATEGIES SEMINAR 1 cr. For juniors and seniors only. Prepares students to take professional tests for graduate school. Focus on interpretation of test questions, test structure and format, and use of speed techniques.

300. STUDY ABROAD 1-16 cr. An administrative holding number used to facilitate study-abroad registration at those institutions that participate in a special consortial agreement with John Carroll University. Program described on pages 118-119.

Fine Arts (FA)

Lecturers: C. Caporella, M. Hoehler, A. Mentschukoff

Music performance courses require participation and training in vocal groups, band, or other ensemble activities within the university. Performance ensembles at John Carroll are open to all who are interested in choral and band experiences. Some groups require an audition before admittance. Students may choose to receive elective credit per semester (up to a maximum of 4
Arts and Sciences, Fine Arts, and First-Year Seminar

admittance. Students may choose to receive elective credit per semester (up to a maximum of 4 credits) for participation in one of the choirs, or join the choirs or bands on a voluntary, non-credit basis. Guitar, Music Appreciation, and Class Voice courses are open to all students.

Choral Ensembles

109A. UNIVERSITY CONCERT CHOIR 1 cr. Choral organization that offers a wide variety of repertoire. The choir explores, prepares, and performs both sacred and secular music literature from a variety of musical periods, places and cultures throughout music history. The choir performs at several concerts throughout the semester, including Parents Weekend Concert, Christmas Carroll Eve Concert, and the Spring Concert. All students who enjoy singing are encouraged to join. No formal audition is required.

109B. JCU MAD+JAZZ 1 cr. A select vocal ensemble that performs a variety of music in the popular venue. The group explores, prepares, and performs secular music literature from several musical periods, focusing on the madrigal and the medium of vocal jazz. Literature also includes a cappella, Broadway and popular tunes. The choir sings at concerts both on and off campus. Audition is required.

109C. JCU CECILIA SINGERS 1 cr. An all-women’s vocal ensemble that performs a variety of music from both the sacred and secular genres arranged for women’s voices with a special focus on the Broadway medium. The choir performs at concerts both on and off campus. Audition is required.

109D. UNIVERSITY SCHOLA CANTORUM 1 cr. A select vocal ensemble that performs sacred literature with the smaller ensemble in mind. This choir explores, prepares, and performs sacred music literature from a variety of musical periods spanning chant and polyphony through standard traditional sacred repertoire and contemporary sacred works. The choir sings at major liturgical celebrations, prayer services and concerts on and off campus. Audition is required.

109E. UNIVERSITY CHAPEL CHOIR 0 cr. A specialized vocal and instrumental ensemble that offers sacred music for liturgies and prayer services on campus. The ensemble explores, prepares and performs, sacred liturgical music literature from a variety of musical periods, though focusing on contemporary liturgical and praise songs. Each Sunday the choir rehearses 45 minutes before the 10 pm Mass, at which it then performs. No audition is required.

109F. CANTORS AT JCU 0 cr. Vocalists who regularly lead the singing at worship services and liturgies on campus. A primary focus of the ministry of cantor is to proclaim the psalm. Audition is required.

109G. JCU GOSPEL CHOIR 0 cr. A choral ensemble that offers a wide selection of traditional Gospel, Spirituals and contemporary Gospel praise. Musical performances, both on and off campus, include Parents Weekend and the Martin Luther King, Jr., Celebration. No audition is required.
Arts and Sciences, Fine Arts, and First-Year Seminar

Instrumental Ensembles

110A. JCU PEP BAND 0 cr. The JCU Pep Band is an ensemble that fanatically supports the Blue Streaks athletic teams, amassing a repertoire of polished songs and influencing a game’s atmosphere with a raucous force of sheer volume! Musicians of all degrees of experience are welcome.

110B. JCU JAZZ BAND 0 cr. The JCU Jazz Band plays a variety of classic and contemporary stage band pieces in various styles at concerts on campus and area jazz festivals. An informal audition is required.

110C. JCU WIND ENSEMBLES 0 cr. The Wind Ensemble is a concert band that begins practice in October in preparation for a holiday concert and resumes rehearsals in the spring for a spring concert. Rehearsals begin when Pep Band rehearsals have ended.

Musicianship

110E. BEGINNING CLASSROOM GUITAR 1 cr. Introduction to various guitar styles; emphasis on reading music and guitar technique. Basic music theory.

110F. INTERMEDIATE CLASSROOM GUITAR 1 cr. Analysis of guitar styles focusing on folk and flamenco. Music theory.

110G. ADVANCED CLASSROOM GUITAR 1 cr. Refinement of guitar styles, including classical. Advanced music theory.

114. MUSIC APPRECIATION 1-3 cr. Introductory music course designed to enhance the knowledge of music and the art of analytical, perceptive listening. Explores sources and mediums of musical sound, basic elements of music and historical periods of music. Class attendance at local music concerts is required.

115. CLASS VOICE 1-2 cr. The art of vocal production with individual attention in a class setting. Fundamentals of singing, including posture, breathing, tone production, diction, and song interpretation. Students required to give several solo performances in class during the semester.

General

FA 199. SPECIAL TOPICS 1-3 cr. Topics in fine arts. Specific topic announced in schedule of classes.

FA 299 A, B. DIRECTED INSTRUMENTAL STUDY 1-3 cr. Advanced students. Requires audition and approval of instructor. Individual directed study of an instrument.
Biology (BL)

Professors: C. H. Wideman, M. M. Coburn, J. R. Johansen, V. R. Flechtner (Chair); Associate Professors: J. L. Lissemore, G. M. Kinebrew, C. D. Anthony; Assistant Professors: M. P. Martin, C. A. Sheil, R. Drenovsky

Biology Major

Students must achieve a minimum 2.5 GPA in BL 155-160 to be considered for formal acceptance as biology majors. Also required for the biology major are specific courses in chemistry and mathematics. Students should be aware that many post-baccalaureate degree programs require calculus and/or physics for admission. Students should discuss options with their advisors before making course decisions.

Major and Minor Requirements

Major in Biology: 34 credit hours of biology, including at least one 400-level course (excluding BL 478). Courses are to be chosen with advisory approval and always include applicable laboratory corequisites. CH 431 will be accepted toward the 34 credit-hour requirement. Required are:

BL 155, 156, 157, 158, 159, 160;

Molecule to Cell: At least one chosen from BL 213, 301, 310, 465, 470.

Cell to Organism: At least one chosen from BL 230 and 231, 250, 254, 308, 360, 410, 450, 459, 471, 475.

Organism to Biosphere: At least one chosen from BL 222, 370, 425, 440, 442, 444, 445, 447.

Required Support Courses: CH 141-144 (or 151H, 153); CH 221-224; MT 135, and MT 228.

Minor in Biology: 21 credit hours of biology, including BL 155-160 and three 200-400 level courses (including at least one laboratory course).

Strongly Recommended: CH 141-144, 221-224, which can be prerequisites for advanced biology courses.

Comprehensive Examination: All majors are required to pass the Major Field Achievement Test in Biology their last semester at John Carroll University.
Biology

BL 155-160 is the normal first-and-second-year sequence for biology majors. If, for some reason acceptable to the department, BL 157, 158, and 160 are taken separately from BL 155, 156, and 159, the student is expected to take BL 155, 156, and 159 or their equivalents before taking the laboratory courses. Entering freshmen will receive advanced placement and/or advanced standing in accord with scores listed on pages 17-18.

Pre-Medical and Pre-Dental Students

Students majoring in biology and planning to apply to medical school, dental school, or other health-care professional schools are strongly advised to take biochemistry, biostatistics, calculus, and physics in order to prepare best for these highly competitive programs. Medical schools require a year of physics for admission.

Pre-health professional students are strongly urged to contact the chair of the Health Professions Advisory Committee at John Carroll for other information and for assistance in planning educational programs and application to professional schools. Students are also advised to consult current publications relevant to the proposed area of study and preferred colleges, including Medical School Admission Requirements of U.S. and Canada, Admission Requirements of U.S. and Canadian Dental Schools, similar publications for osteopathy, chiropracty, podiatry, and optometry, as well as other profession-specific publications.

Teacher Licensure

Students planning on obtaining licensure to teach Adolescent/Young Adult (AYA) Life Science at the secondary school level should consider taking ED 100 as soon as possible and should contact the Department of Education and Allied Studies by the end of their freshman year for guidance on requirements.

Doctor of Nursing Program

Biology majors interested in nursing as a career may choose to enter a seven-year 3/4 cooperative program in pre-nursing/nursing and earn the bachelor of science degree from John Carroll University and the doctor of nursing degree from the Frances Payne Bolton School of Nursing at Case Western Reserve University. Students in this program normally attend John Carroll for three academic years and complete all university Core and major requirements including cognates, except two upper-level electives in biology (NUND 342 and NUND 412). After successful completion of one year at the Frances Payne Bolton School of Nursing, the student will be awarded the bachelor of science degree with a biology major by John Carroll University. To be eligible for this program students must complete at least 60 semester hours of credit at John Carroll, apply in writing to the dean of the College of Arts and Sciences by the end of the first semester of the junior year, and be accepted by the Frances Payne Bolton School of Nursing in the usual manner. Students planning to follow this course of study should contact the
Biology

department chair during the first semester of their sophomore year. A list of suggested
courses is available from the department.

Pre-Veterinary Students

Biology majors who plan to apply to veterinary colleges should visit
http://www.avma.org/careforanimals/animatedjourneys/aboutvets/vetschools.asp for up-
to-date information on course and experience requirements at veterinary schools
accredited by the American Veterinary Medical Association Council on Education. A
list of JCU courses required for admission to The Ohio State University College of
Veterinary Medicine is available in the Biology Department. A minimum of 80 hours’
work with a veterinarian is required by OSU and most schools of veterinary medicine.
Pre-vet students should contact the Biology Department chair during their freshman year
for assistance in planning and for information on specific requirements and application
procedures.

Minor and Interdisciplinary Concentrations

An optional minor in biology is available to students majoring in any other
department.

Biology majors may elect the interdisciplinary concentrations in neuroscience,
environmental studies, or biochemistry/molecular biology. It is strongly recom-
mended that students interested in these programs investigate them as early as possible
in their academic careers. Interested students should refer to the section on
“Interdisciplinary Concentrations” in this Bulletin (pages 81-88) for more information.

Additional Information

To receive a bachelor of science degree in biology, transfer students must complete
a minimum of 17 credit hours in the department.

Many courses offered by the Department of Biology include a laboratory and/or
field-work component; these are listed as separate entries, immediately following the
listing for the corresponding lecture component of the course.

Dentistry, optometry, osteopathy, the doctorate of nursing program, and some
veterinary medicine programs permit students to enroll prior to completion of the
undergraduate degree program. However, some dental schools and the doctorate of
nursing program require the student to complete the undergraduate degree before
completion of the professional school program. Even those professional schools that do
not formally require an undergraduate degree tend to give preference to degreed
candidates. In response to this trend John Carroll University has established a Senior
Year In Absentia Program. The program requires the student to complete the major (less
two courses), and all cognate and Core courses. The total number of hours taken at John
Carroll will vary from 92 to 108 depending on the undergraduate major and the
Biology

professional school requirements. Upon successful completion of the required number of hours, usually at the end of the first year of the professional school curriculum, John Carroll University will accept specified courses for transfer credit upon the presentation of documentation of successful completion. The student is then awarded a John Carroll University bachelor’s degree. This program is available to any student with the written consent of the John Carroll University dean of the College of Arts and Sciences; formal admission to the professional school is required.

Graduate Studies in Biology

The department offers a program of studies leading to the degree of master of science or master of arts. Degree requirements are specified and courses described in the Graduate School Bulletin.

Biology majors planning to continue studies leading to master’s or doctoral studies are strongly urged to consult current publications relevant to the proposed area of biological study, including Peterson’s Guide to Graduate Study, Graduate Programs and Admissions Manual of the Graduate Record Examination Board, and catalogs of schools to which admission will be sought. Students should also consult their academic advisor in biology for definitive undergraduate program recommendations and can seek assistance from the department chair and the departmental coordinator of graduate studies.

101. SPECIAL TOPICS IN BIOLOGY 3 cr. Lecture course for non-majors. Offered on an irregular basis and based on a topic chosen by the instructor. Used primarily for designation of courses transferred in from other universities.

102. SPECIAL TOPICS LECTURE IN BIOLOGY 4 cr. Corequisite: BL 102L. Combined lecture-laboratory course for non-majors. Offered on an irregular basis and based on a topic chosen by the instructor. Must be accompanied by BL 102L. Used primarily for designation of courses transferred in from other universities.

102L. SELECTED TOPICS LABORATORY IN BIOLOGY 0 cr. Corequisite: BL 102. Two hours of laboratory per week. Must accompany BL 102.

109. ENVIRONMENTAL BIOLOGY 4 cr. Corequisite: BL 109L. Designed for the non-science major. Three hours of lecture per week. Relationship between human activity and the natural environment; food production, water supplies, air and water pollution, nuclear and non-nuclear energy, hazardous and toxic materials in the environment, and world population growth. Economic implications of, and possible technological solutions to, these problems.

109L. ENVIRONMENTAL BIOLOGY LABORATORY 0 cr. Corequisite: BL 109. Two hours of laboratory per week. Laboratory and field experiences intended to explore the scientific basis of environmental issues of the past, present, and future. A general understanding of the impact of human activity on the world and strategies for managing human activity for the good of the human population and the planet.
111. FUNDAMENTALS OF ECOLOGY 4 cr. Corequisite: BL 111L. Designed for the non-science major. Three hours of lecture per week. Characteristics of natural communities, their structure, distribution, and behavior. Interrelationships of organisms, including humans, within natural ecosystems.

111L. FUNDAMENTALS OF ECOLOGY LABORATORY 0 cr. Corequisite: BL 111. Two hours of laboratory per week. Emphasis on biomes and environmental adaptation, scientific method, and collection of data by observation.


112L. HUMAN BIOLOGY LABORATORY 0 cr. Corequisite: BL 112. Two hours of laboratory per week. Basic human anatomy and physiology in the normal state using model studies, hands-on experimental techniques, and some computer-based laboratory techniques.

115. HUMAN GENETICS AND RACE. 4 cr. Corequisite: BL 115L. Basic principles of genetics, both at the transmission level and the molecular level. Begins with an introduction to principles of cell division, inheritance, and human pedigree analysis. DNA structure and chromosomal organization, gene expression, genetic variation and population genetics and race.

BL 115L. HUMAN GENETICS AND RACE LAB. 0 cr. Corequisite: BL 115. Basic principles of scientific method, the use of computers and the Internet in scientific research, basic principles of inheritance, molecular genetics and biotechnology. Field trips and other activities when appropriate to the topic.

BL 155, 156, 159. PRINCIPLES OF BIOLOGY I-II-III 3 cr. each Designed for the science major. 155 is prerequisite to 156 and 159. Three hours of lecture per week. 155: basic chemical principles; cell structure, organization, metabolism of plants and animals. 156: plant and animal physiology. 159: plant and animal biodiversity and evolution.

BL 157, 158, 160. PRINCIPLES OF BIOLOGY LABORATORY I-II-III 1 cr. each Corequisites: BL 155, 156, and 159. Three hours of laboratory per week. 157: laboratory study of the scientific method as applied to biology; cell division; development; functions of cell membranes and enzymes; reactions and products of photosynthesis. 158: laboratory study of plant and animal physiology. 160: taxonomy of bacteria, algae, protists, fungi, and multicellular plants and animals.

213. GENETICS 4 cr. Prerequisites: BL 155-156. Four hours of lecture per week. Principles of molecular, transmission, quantitative, and population genetics; social and ethical implications of genetics.

215. INTRODUCTION TO BIOTECHNOLOGY 3 cr. Prerequisite: BL 213 or a grade of at least B in both BL 155 and BL 157 along with instructor permission; corequisite: BL 215L. (May not be taken concurrently with BL/CH 470, and no credit will be given if BL/CH 470 has been completed.) One hour of lecture per week. Introduction to basic techniques of DNA analysis, including restriction mapping, DNA cloning, plasmid DNA isolation, polymerase chain reaction, and computer analysis of DNA and protein sequences. No credit for Molecule to Cell division in Biology.
Biology

215L. INTRODUCTION TO BIOTECHNOLOGY LABORATORY 0 cr. Corequisite: BL 215. Four hours of laboratory per week.

222. GENERAL ECOLOGY 3 cr. Prerequisites: BL 155-160 or permission of instructor. Three hours of lecture per week. Interactions between plants, animals, and the physical environment. Population ecology, community dynamics, biogeochemical cycles, and biomes. (Course suitable for the environmental studies concentration.)

223. ECOLOGY LABORATORY 3 cr. One hour of lecture and four hours of laboratory per week. Prerequisites or corequisites: BL 222 and MT 228. Trips and laboratories emphasizing ecological data collection and analysis. Students engage in directed but original hypothesis-based research projects dealing with aspects of community composition and ecosystem function at selected sites in Northeastern Ohio. (Course suitable for the environmental studies concentration.)

230-231. HUMAN ANATOMY AND PHYSIOLOGY 4 cr. Prerequisites: BL155, 156, 157, 158; corequisites: BL 230L, 231L. BL 230 is a prerequisite for BL 231. Three hours of lecture per week. Integrated discussion of human anatomy and physiology. Note: Completion of only BL 230 and 230L means the single semester will not apply or count toward the BL major. Further, completion of this two-semester sequence means students may not enroll in BL 360/360L.

230L-231L. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY. 0 cr. Three hours of lecture and three hours of laboratory per week.

250. COMPARATIVE ANATOMY OF THE VERTEBRATES 5 cr. Prerequisites: BL155, 156, 157, 158; corequisite: BL 250L. Two hours of lecture per week. Anatomy, development, evolution, and phylogeny of the vertebrates.

250L. COMPARATIVE ANATOMY LABORATORY 0 cr. Corequisite: BL 250. Six hours of laboratory per week.

254. COMPARATIVE VERTEBRATE EMBRYOLOGY 4 cr. Prerequisites: BL 155-156; corequisite: BL 254L. Two hours of lecture per week. Study of sequential events in the development of vertebrates from gametogenesis to the neonate; discussion of induction and differentiation which lead to morphogenesis.

254L. COMPARATIVE VERTEBRATE EMBRYOLOGY LABORATORY 0 cr. Corequisite: BL 254. Four hours of laboratory per week.

301. INTRODUCTION TO CELL BIOLOGY 4 cr. Prerequisites: BL 155-156. CH 141-144 (or 151, 153) and CH 221-224 are strongly recommended. Three hours of lecture per week. Structure and function of plant and animal cells and their organelles. Emphasis on modern cell biology techniques.

308. VERTEBRATE HISTOLOGY 4 cr. Prerequisites: BL 155-158; corequisite: BL 308L. Three hours of lecture per week. Microscopic study of fundamental body tissues and the structural components of the organ systems.

308L. VERTEBRATE HISTOLOGY LABORATORY 0 cr. Corequisite: BL 308. Three hours of laboratory per week.
310. MICROBIOLOGY 4 cr. Prerequisite: BL 213; corequisite: BL 310L. Two hours of lecture per week. Structure, physiology, and genetics of bacteria; ecological and medical importance emphasized. Some discussion of viruses and eucaryotic microorganisms.

310L. MICROBIOLOGY LABORATORY 0 cr. Corequisite: BL 310. Four hours of laboratory per week.

331. GLOBAL CLIMATE CHANGE. 3 cr. Prerequisites: BL 155-160, or instructor permission for non-biology students in the Environmental Studies concentration. Three hours of lecture/discussion per week. Historical overview of climate change; global water and carbon cycles; effects of greenhouse gases, aerosols, and radiative forcing mechanisms on climate processes and feedbacks; effects of rapid climate change on selected ecosystems; human influences on climate; likely future changes.

360. HUMAN PHYSIOLOGY 4 cr. Prerequisites: BL 155-158; corequisite: BL 360L. Three hours of lecture per week. Muscle physiology, circulation, respiration, excretion, and digestion in mammals as well as the neuronal and hormonal mechanisms regulating these processes. Not open to students who have completed BL 230/230L, 231/231L.

360L. HUMAN PHYSIOLOGY LABORATORY 0 cr. Corequisite: BL 360. Three hours of laboratory per week.

370. EVOLUTION 3 cr. Prerequisites: BL 159, 160, and 213. Three hours of lecture per week. Introduction to modern evolutionary biology, including evolutionary processes and speciation, character evolution, and macroevolution.

399. SPECIAL PROBLEMS IN BIOLOGY 3 cr. Prerequisites: junior status, 3.0 GPA in biology major, and written consent of instructor and chair. Investigation of laboratory or field problems in one specific area of biology under faculty supervision.

410. INFECTION AND IMMUNITY 3 cr. Prerequisite: BL 213. Bacterial and viral pathogens of humans and those aspects of the immune response important in resistance and immunity to infectious diseases.


421L. HERPETOLOGY LABORATORY 0 cr. Corequisite: BL 421. Four hours of laboratory per week. Three Saturday field trips and one weekend field trip.

422. LIMNOLOGY 4 cr. Corequisite: BL 422L. Two hours of lecture per week. Advanced study of aquatic organisms and their environment. Emphasis on the biology of fresh and estuarine water habitats, including physical and chemical parameters affecting them.

422L. LIMNOLOGY LABORATORY 0 cr. Corequisite: BL 422. Four hours of laboratory per week plus field work.


425L. ICHTHYOLOGY LABORATORY 0 cr. Corequisite: BL 425. Four hours of laboratory per week. Two weekend field trips.
### Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites/Co-requisites</th>
<th>Lecture/Discussion/Laboratory Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>440.</td>
<td>BEHAVIOR 3 cr.</td>
<td>3</td>
<td>Three hours of lecture/discussion per week. Evolutionary approach to animal behavior with emphasis on recent research. Outside readings and papers.</td>
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<tr>
<td>442.</td>
<td>ORNITHOLOGY 4 cr.</td>
<td>4</td>
<td>Prerequisites: BL 155-160; corequisite: BL 442L. Three hours of lecture per week. Biology, taxonomy, ecology, and behavior of birds.</td>
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<tr>
<td>442L.</td>
<td>ORNITHOLOGY LABORATORY 0 cr.</td>
<td>0</td>
<td>Corequisite: BL 442. Three hours of laboratory per week, plus field trips.</td>
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<tr>
<td>444.</td>
<td>ADVANCED ECOLOGY 4 cr.</td>
<td>4</td>
<td>Prerequisites: BL 222, MT 228; corequisite: BL 444L; and BL 223 is recommended. Three hours of lecture/discussion per week. Topics include predator/prey interactions, global change, niche theory, competition, null models, and community assembly rules.</td>
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<tr>
<td>444L.</td>
<td>ADVANCED ECOLOGY LABORATORY 0 cr.</td>
<td>0</td>
<td>Corequisite: BL 444. Three hours of laboratory per week. Students work in teams on a project of their own choosing. Includes experimental design, data analysis, write-up, and presentation.</td>
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<tr>
<td>447.</td>
<td>PHYCOLOGY 4 cr.</td>
<td>4</td>
<td>Prerequisites: BL 159, 160; corequisite: BL 447L. Two hours of lecture per week. Systematics, taxonomy, and ecology of freshwater and marine algae with strong research learning component.</td>
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<tr>
<td>447L.</td>
<td>PHYCOLOGY LABORATORY 0 cr.</td>
<td>0</td>
<td>Prerequisites: BL 159, 160; corequisite: BL 447. Four hours of laboratory per week. Two weekend field trips. Laboratories based on field collections. Projects included.</td>
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<tr>
<td>450.</td>
<td>ORGANOGENESIS 4 cr.</td>
<td>4</td>
<td>Prerequisite: BL 213; corequisite: BL 450L.; strongly recommended: BL 254 or 301. Three hours of lecture/discussion per week. Formal introduction to the morphogenetic mechanisms underlying the acquisition of embryonic structure. Includes an introduction to the literature of the field and discussion of historical background as well as current developments.</td>
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<tr>
<td>450L.</td>
<td>ORGANOGENESIS LABORATORY 0 cr.</td>
<td>0</td>
<td>Corequisite: BL 450. Three hours of laboratory per week. Introduction to sterile technique, microdissection, tissue culture, and other investigative techniques used in morphogenetic studies and data analysis.</td>
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<tr>
<td>459.</td>
<td>SPECIAL TOPICS IN CELL BIOLOGY 1-3 cr.</td>
<td>1-3</td>
<td>Prerequisite: BL 213. Three hours of lecture per week. Advanced course in cell biology with topic chosen by instructor. Emphasis on current primary literature.</td>
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<tr>
<td>465.</td>
<td>MOLECULAR GENETICS 3 cr.</td>
<td>3</td>
<td>Prerequisites: BL 213, CH 431 or 435. Three hours of lecture per week. Recombinant DNA technology; genomics; structure, replication, and expression of genetic information in prokaryotes and eukaryotes. Critical reading of the primary literature in selected areas is required.</td>
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<tr>
<td>470.</td>
<td>MOLECULAR METHODS LABORATORY 3 cr.</td>
<td>3</td>
<td>Prerequisites: CH 431 or 435, CH 437; prerequisite/corequisite: BL 465 or 565. Eight hours of laboratory per week. Methods used in analysis of proteins and nucleic acids. Students in Biochemistry/Molecular Biology concentration have priority admission.</td>
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<tr>
<td>471.</td>
<td>IMMUNOLOGY 3 cr.</td>
<td>3</td>
<td>Prerequisite: BL 213. Concepts of humoral and cell-mediated immunity with strong emphasis on the cellular basis of the immune response. Experimental evidence emphasized.</td>
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</table>
471. IMMUNOLOGY 3 cr. Prerequisite: BL 213. Concepts of humoral and cell-mediated immunity with strong emphasis on the cellular basis of the immune response. Experimental evidence emphasized.

475. ENDOCRINOLOGY 3 cr. Prerequisite: BL 155-158. Three hours of lecture per week. The endocrine glands, hormones, and their mechanisms of action in mammals.

478. BIOLOGY SEMINAR 1 cr. Current topics presented by invited guests, faculty, and students.

479. SPECIAL TOPICS IN BIOLOGY 1 4 cr. Prerequisites: BL 155-160 and consent of instructor. Offered on an irregular basis; topics chosen by instructor. No more than four hours of BL 479 may be counted toward the 34-hour major requirement. A lecture/discussion course; for student research see BL 579.
Borromeo Institute

Adjunct Associate Professor: T. M. Dragga;
Adjunct Assistant Professors: C. McElroy, O.F.M. Cap.;
Adjunct Instructors: J. Loya, A. Sejba, G. Bednar, D. Danson, D. Ference,
R. McCreary, O.F.M. Cap.

Borromeo Seminary, a division of the Center for Pastoral Leadership of the Catholic Diocese of Cleveland, prepares college students seeking the ordained priesthood of the Catholic Church. Its program is designed according to the norms and recommendations of the National Conference of Catholic Bishops. Students admitted by the diocese to the diocesan program for collegiate seminarians apply for admission to John Carroll University, where they are known as members of the Borromeo Institute.

Borromeo Institute students complete all the academic requirements of John Carroll University but are expected also to fulfill additional course requirements specified by the seminary program.

All members of the institute are required to complete the following courses in Philosophy and Religious Studies:


RL 101, 200, 205, 231, 369 or 376, and 496 or AR 495 (Catholic Studies seminar).
Business Information Systems (BI)

Professors: W. N. Bockanic, C. A. Watts; Associate Professors: M. D. Treleven, M. P. Lynn; Assistant Professors: R. T. Grenci, B. Z. Hull; Visiting Instructor: G. Flagg

This major is designed for students who wish to begin their careers in the broadly defined area of business information systems. This area includes responsibilities such as systems design and management, and business process analysis. In today’s dynamic business environment, competition, globalization, and technology have combined to produce a powerful effect on the process of delivering goods and services to the marketplace. Increasingly, businesses see themselves as a collection of processes supported and driven by information systems and technologies. In order to succeed in this environment, a systems analyst must be able to understand business decisions as well as technology decisions. The object of the Business Information Systems faculty is to develop students’ managerial, analytical, and technical skills, enabling them to become tomorrow’s leaders in their chosen fields.

Business Information Systems (BIS) majors will be ideally suited to capitalize on this approach to business. They will be active learners, knowledgeable about current technology, and capable of high performance with the goals of supporting:

Requirements

Major in Business Information Systems: A total of 68 credit hours as described below.

Business Core: 44 credit hours, including MN 463 (Business Law I) and recommending AC 202 (Financial Accounting II).

Major Courses: 24 credit hours. BI 341, 371, 383, 451, 465; CS 201, and at least 6 credit hours of elective coursework as indicated below.

Students interested in a production/operations management emphasis in their coursework should select at least two of the following courses: BI 381, 382, 406; MN 352; AC 312; or LG 328.

Students interested in a Management Information Systems or Computer Science emphasis in their coursework should select at least two of the following courses: BI 342, 407; CS 202, 309, 310, 320, 455; AC 341; LG 440; or MK 310. At least one of the courses selected must be a CS course. Students are strongly encouraged to take BI 342 as one of their electives.
Business Information Systems

- The enhancement of business processes and performance using technology.
- The integrated flow of materials/information in manufacturing and service organizations.
- Traditional business areas of finance, marketing, accounting, and management.
- Modeling and data analysis techniques for better functional decision-making.

The majority of BIS majors are likely to enter the business world as business process analysts, systems analysts, or change agents. They will be able to interact with technology in significant ways to solve organizational problems. Listed below are some examples of the context-specific jobs in which the technology management role might be filled by a BIS major:

- Design and/or manage technical operations for a computer-controlled manufacturer.
- Provide technical support for a large-scale retailer and/or distributor.
- Design and/or manage technology that supports banking operations.

In addition to the opportunities listed above, BIS majors are also likely to be employed in staff support/consulting jobs. Companies are increasingly outsourcing many of their needs, including technology-related projects, to consulting agencies. Perhaps more than any other organization, systems consulting firms look for employees who understand not only the application and management of information technologies, but also the business processes and operations that are supported by those technologies.

106. INTRODUCTION TO COMPUTERS AND SOFTWARE 2 cr. Overview of the role of personal computers and information systems in business applications. Provides training in word processing, spreadsheets, and databases for problem solving.

207. COMPREHENSIVE SPREADSHEET APPLICATIONS 2 cr. Prerequisite: BI 106. Examines advanced functions of spreadsheet programs. Integrates groups of spreadsheet applications to create systems designed to support common business functions.

208. COMMUNICATING THROUGH MULTIMEDIA 1 cr. Prerequisite: BI 106. Examines multimedia computer technology as a tool for group and presentation communication. Uses team-based multimedia development approach to integrate complementary skills and expertise from different students to generate applications for clients.

300. MANAGEMENT INFORMATION SYSTEMS 3 cr. Prerequisite: BI 106. Introduction to management information systems, decision support systems, and the systems development process. Special emphasis on information resource management and the strategic use of information systems in organizations. Group projects provide practical experience, complementing the conceptual approach.

326. OPERATIONS MANAGEMENT 3 cr. Prerequisite: EC 205. Planning, organizing, and controlling the process of transforming raw materials into finished products. Application of qualitative and quantitative methods and evaluation techniques to such areas as quality
management, just-in-time environments, material requirements planning, inventory management, scheduling, facility planning, plant layout, and job and process design.

341. FUNDAMENTALS OF DATA BASE DESIGN 3 cr. Prerequisite: BI 106; pre/corequisite: BI 300 or MN 300. Practical approach to designing business databases. Topics include normalization, design methodology, data modeling, interface design, structured query language, and database management/administration. Software utilized includes a relational database management system and other software tools.

342. BUSINESS APPLICATIONS DEVELOPMENT 3 cr. Prerequisite: BI 341. Focus on developing applications to support the information needs of business. Topics include logical and physical system design, graphical user interface design, implementation strategies, and system documentation. These systems are formed around a relational database management system and development environment.

371. MANAGEMENT SCIENCE 3 cr. Prerequisite: EC 205 or MT 122. Application of mathematical optimization to decision making. Uses MS-Excel and several add-ins as tools to find optimal solutions to a wide variety of business problems. Topics include linear programming, network models, non-linear programming, goal programming, and simulation.

381. MATERIALS AND INVENTORY MANAGEMENT 3 cr. Prerequisite: BI 326. Purchasing, sourcing, price analysis, and inventory models in deterministic and probabilistic situations, material requirements planning, just-in-time system, material handling and transportation, and materials management information system.

382. QUALITY MANAGEMENT 3 cr. Prerequisite: BI 326. Managerial and statistical aspects of quality from a total systems point of view. Key issues of quality management, including quality planning, quality costing, quality improvement, vendor and customer relations, measurement, process control, and acceptance sampling.

383. PROJECT MANAGEMENT 3 cr. Prerequisites: BI 300 and BI 326. Principles and methods useful for planning and controlling a project, including development of a project plan, budgeting, resource planning and scheduling, and project monitoring and control. Study of selected computerized packages, including Microsoft Project, with examples of different types of projects from manufacturing and service industries.

406. SEMINAR IN PRODUCTION/OPERATIONS MANAGEMENT 3 cr. Prerequisite: BI 326. Study of contemporary issues in operations management not covered in depth in other departmental courses. Specific topic, method of presentation, and student requirements will be designated by the seminar leader.

407. SEMINAR IN INFORMATION SYSTEMS 3 cr. Prerequisite: BI 300. Study of contemporary issues in management information systems not covered in depth in other departmental courses. Specific topic, method of presentation, and student requirement will be designated by the seminar leader.

451. SYSTEMS ANALYSIS AND DESIGN 3 cr. Prerequisites: BI 300 and BI 341. Development of information systems in organizations, including the systems development life cycle and prototyping strategies. Focus on the analysis and design activities of the systems development process; introduction to system implementation and maintenance issues. Group projects provide practical experience, complementing the conceptual approach.
Business Information Systems

465. LEGAL ENVIRONMENT OF INFORMATION TECHNOLOGY 3 cr. Prerequisites: MN 463 and senior standing. Selected topics on the domestic and international regulation of information technology. Consideration of legal and ethical issues pertaining to privacy.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: 3.0 average in Business Information Systems, consent of chair and faculty member. Designed for the student who wants to undertake a research project supervised by a faculty member. Student selects an aspect of management, establishes goals, develops a plan of study, and seeks out a full-time faculty member of the department willing to act as advisor. Plan of study must be approved by the chair and filed with the dean’s office. Consult the chair for the departmental guidelines established for such study.
Business Logistics (LG)

Professor: P. R. Murphy, Jr.; Assistant Professor: B. Z. Hull

The Department of Management, Marketing, and Logistics is dedicated to educating and serving its students, the university, and the community through quality teaching, significant research, and appropriate community involvement. The primary goals of the business logistics faculty are to achieve national recognition, and to provide students, the university, and the business community with comprehensive, up-to-date information about business logistics theory and practice. Methods of achieving these goals include, but are not limited to, excellent teaching, quality research (both academic and practitioner), student internships, and faculty involvement in logistics-related organizations.

Business logistics is the management of the flow of goods and information from the sources of acquisition to the ultimate consumption. Business logistics involves transportation, warehousing, channel management, inventory control, order processing, and customer satisfaction. While accounting for 20-25 percent of the cost of doing business in many firms, only recently has business logistics become a separate area of study.

The field is extensive and many business organizations are potential employers. There is a shortage of college graduates to fill available entry-level positions, and these opportunities are expected to continue because of the increasing emphasis on the efficient movement of goods and information.

Entry-level positions are available to graduates in such areas as logistics analysis, traffic and transportation, warehousing operations, consulting, third-party logistics, and customer service. Summer and part-time work is usually available. These opportunities provide the student with valuable practical experience in logistics.

Requirements

**Major in Business Logistics:** A total of 65-68 credit hours as described below.

**Business Core:** 44-47 credit hours, including MN 461 or MN 463-464.

**Major Courses:** 21 credit hours. MK 308 or BI 341, or equivalent course approved by the logistics faculty; LG 328, 361, 440, 448; one course chosen from MK 302, MN 425, or LG 350; one course chosen from MK 402, MN 495, or LG 405.
Business Logistics

328. BUSINESS LOGISTICS 3 cr. Prerequisites: EC 201-202 or consent of instructor. Analysis of business logistics functions such as transportation, warehousing, inventory management, ordering, and customer satisfaction, with emphasis on interactions between these functions. Problem solving with analytic tools.

350. FUNDAMENTALS OF TRANSPORTATION 3 cr. Prerequisites: EC 201-202 or consent of instructor. Contemporary analysis of transportation systems, to include regulatory issues, carrier management, for-hire and private transportation. Characteristics of traditional and emerging modes of transportation.

361. GLOBAL LOGISTICS 3 cr. Prerequisite: LG 328. Principles and practices of logistical management in a global environment. Emphasis on the regulatory, technological, social, business, and political issues which might impact transnational supply-chain efficiency.

405. CONTEMPORARY TOPICS IN LOGISTICS MANAGEMENT 3 cr. Prerequisite: LG 328 or as announced. Contemporary topics in logistics management not covered in depth in other business logistics courses. Specific topic, method of presentation, and student requirement will be designated by the seminar leader.

440. SUPPLY CHAIN MANAGEMENT 3 cr. Prerequisites: LG 328 and BI 300. Investigates the design and implementation of supply chains to maximize their efficiency. Focus on the analysis and design activities of the supply chain development process and introduction to system implementation and maintenance issues.

448. DEMAND CHAIN MANAGEMENT 3 cr. Prerequisites: LG 328; either LG 350 or LG 440; BI 326. Customer-based focus to problem solving and special projects in demand chain management. Critical analysis of recent literature, with emphasis on the case method.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: 3.0 average in business logistics; consent of chair and faculty member. Research project supervised by a full-time faculty member of the Department of Management, Marketing, and Logistics willing to act as advisor. The student selects an aspect of supply chain management, establishes goals, and develops a plan of study. The plan must be approved by the chair and filed with the dean’s office. Consult the chair for the departmental guidelines established for such study.
Chemistry (CH)

Professors: N. R. Baumgartner; Associate Professors: P. R. Challen, M. A. Nichols, D. P. Mascotti (Chair); Assistant Professors: C. Miller, M. J. Waner, M. P. Setter, M. L. Kwan, Y. C. Chai

The Department of Chemistry is equipped with modern research facilities available for hands-on experience for students preparing for careers in chemistry, biochemistry, medicine, biotechnology, and other fields. Recent graduates have gone on to graduate study in chemistry, medicine, dentistry, law, pharmacy and forensic science. Others have gone directly into the work force in chemistry and allied fields.

The department is approved by the Committee on Professional Training of the American Chemical Society. There are three major programs leading to a bachelor of science degree in chemistry. Students’ choices among them should be based on long-range career plans.

Undergraduate research has become a vital component of the modern chemistry curriculum in the past decade. The department maintains an active undergraduate research program, and nearly all majors are involved in research projects during their studies. These projects occur with chemistry faculty at JCU, the Lerner Research Institute at The Cleveland Clinic Foundation, and other universities and local industries. The department was recognized in 2002 with a Heuer Award for Outstanding Achievement in Undergraduate Science Education from the Council of Independent Colleges for making undergraduate research a capstone experience.

Major Programs

The Comprehensive Chemistry Major is designed primarily for students who intend to become professional chemists. It provides the preparation necessary for graduate study in chemistry.

Students who successfully complete the program for the comprehensive major in chemistry have satisfied the minimum requirements specified by the Committee on Professional Training of the American Chemical Society. These students will be certified to the society by the department.

The Life Science Chemistry Major is intended for students who wish to use the undergraduate major in chemistry as preparation for further study and/or employment in medicine, dentistry, or any of the other life sciences: biochemistry, molecular biology, forensic chemistry, clinical chemistry, biotechnology, pharmacology, toxicology, industrial hygiene, veterinary medicine, and other health-related fields. To serve such a variety of career goals, the program offers flexibility in some requirements.

The General Chemistry Major is available to students who desire a systematic training in chemistry as background for a career in other related fields, such as business,
Chemistry

Major and Minor Requirements

**Comprehensive Chemistry Major:** 40-50 credit hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 365, 366, 367, 368, 431, 441, 443, 478A, 478B, 481, 482, plus a minimum of six credits of upper-division electives, at least one of which is laboratory-based. CH 399 is strongly encouraged.

*Required Support Courses:* 28 hours. MT 135, 136, 233; PH 215, 215L, 216, 216L, and 246 or 325; EP 217. Pre-chemical engineering students should take PH 246. CS 201 is strongly encouraged.

**Life Science Chemistry Major:** 40-50 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 361 (or 365-366), 367, 435, 436, 437, 478A, 478B; BL 155-156, 157-158; MT 135, 136 or, by permission, 228; PH 125, 125L, 126 and 126L (or PH 215, 215L, 216, 216L).

Students will take 3 approved upper-division CH or BL electives, of which at least one is CH. It is strongly recommended that CH 441, 443, be taken as one of the CH electives. CH 399 is strongly encouraged.

Upper-division biology electives may be selected from BL 213, 250-250L, 254-254L, 301, 308-308L, 310-310L, 360-360L, 410, 465, 471, 475, or other courses approved by the chemistry department chair. Premedical students are strongly advised to select BL 213 as one elective.

**General Major:** 31-36 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 361 (or 365-366), 367, 441, 443, 478A, 478B, and two upper-division electives. CH 399 is strongly encouraged.

*Required Support Courses for General Majors and Minors:* 14-16 hours. PH 125, 125L, 126, 126L (or PH 215, 215L, 216, 216L); MT 135, 136 or, by permission, 228.

**Optional Minor in Chemistry:** 26 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 361 (or 365-366), 367.

*Required Support Courses:* as given above.

**Concentration in Chemistry:** 22 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263.

education*, information science, journalism, or law. It will also be useful to students who wish to earn the equivalent of a second major in another discipline. (*Students wishing to teach chemistry or general science in secondary school should confer with the Department of Education and Allied Studies during freshman year.)
A general chemistry major combined with a minor in business (see pp. 78) is excellent preparation for a career in industrial chemistry. This would also allow a student to complete the B.S. in chemistry and M.B.A. degree at JCU in five years of full-time study. PL 311 should be taken in the Core curriculum to facilitate this.

A general chemistry major combined with the criminology sequence in Sociology (see pp.305) is excellent preparation for graduate study in forensic chemistry.

Students choosing the general major in chemistry will also be required to submit to the department chair, for approval, a systematic program of elective courses designed to promote their stated career goals. A minimum 2.0 quality-point average must be achieved in this program of electives.

Chemistry majors who are undecided about which program they want may keep all of their options open until the beginning of junior year. This would involve deferring the second years of calculus and physics until the decision is made.

Not later than the end of sophomore year, all intended chemistry majors, regardless of program, must make formal application to the department to be accepted as majors. Applicants with a minimum GPA of 2.5 in the chemistry core sequence CH 141, 142, 143, 144 (or 151, 153), and 221, 223 may be accepted unconditionally as chemistry majors. A minimum GPA of 2.0 in the support courses is also required. A student who does not meet the above criteria, but who does have a minimum GPA of 2.25 in the entire chemistry core sequence, will be considered for a conditional acceptance as a chemistry major.

All chemistry majors, regardless of program, must maintain a GPA of 2.0 in the chemistry courses and in the required sequence of support courses.

Interdisciplinary Concentrations

The department collaborates in the interdisciplinary concentrations in biochemistry/molecular biology and in neuroscience. These programs are described in the section “Interdisciplinary Concentrations” of this Bulletin (pages 81-88).

Chemistry majors who participate in the neuroscience concentration should be in the Life Science program.

Pre-Engineering Programs

Students interested in engineering have three options:

1. They may elect the joint three/two program, which consists of the first three years at John Carroll as a science major followed by two years at a participating engineering school. Successful completion of the 3-2 program leads to two bachelor’s degrees: a B.S. from John Carroll and a bachelor’s in engineering from the second school. Further details are provided under
Chemistry

“Engineering Programs” in the “Preparation for Graduate and Professional Studies” section of this Bulletin (pages 101-102).

2. They may complete the B.S. degree in chemistry (ordinarily as a comprehensive major) and then enter an engineering school for a further degree.

3. They may choose to complete two years of pre-engineering at John Carroll and then transfer to an engineering school to pursue a bachelor's degree in engineering.

Cooperative Education in Chemistry

A cooperative education (co-op) program in chemistry provides interested and capable students with a combination of formal and applied educational experiences. This is accomplished by alternating periods of university study with periods of full-time employment in an industrial, governmental, or clinical setting. Participation in such a program helps students grow personally and professionally. It should also give students a distinct advantage in obtaining satisfying permanent employment. For a general discussion of these career experience opportunities, see page 51 of this Bulletin.

To be eligible for admission to the program, students must be accepted chemistry majors (whether comprehensive, life science, or general), with a minimum average of 2.5 both overall and in chemistry. Students should demonstrate dexterity and understanding in laboratory work as well as the ability to communicate effectively both in speech and in writing. Prerequisites for admission to the program include successful completion of CH 222, 224 and CE 101. Students should apply for admission to this co-op program when they apply to be accepted into the major program.

There are three required work experiences, credited as CE 102-104. For each approved work experience, one unit of academic credit will be available. On approval by the chair, the three credits for CE 102-104, inclusive, may be used to satisfy an upper-division elective in chemistry. Because of the alternate work-study program it will normally require five years for co-op students to complete the B.S. degree.

Optional Minor/Concentration

An Optional Minor in chemistry is available to students majoring in any other department. A cumulative quality-point average of 2.0 must be achieved in the chemistry and support-course sequences.

Students in other departments may prefer simply a Concentration in chemistry. A cumulative quality-point average of 2.0 must be achieved in the chemistry course sequence.
No changes in, substitutions for, or exceptions to the above requirements will be permitted without prior, written authorization of the department chair and the approval of the appropriate dean by academic petition.

103. ENVIRONMENTAL CHEMISTRY 3 cr. Corequisite: CH 103L. Application of chemical principles to environmental and ecological problems.

103L. ENVIRONMENTAL CHEMISTRY LABORATORY 1 cr. Corequisite: CH 103. Two hours of laboratory per week. Laboratory experience in specific environmental problems.

105. CHEMISTRY IN SOCIETY 3 cr. Corequisite: CH 105L. Basis of science literacy which enables non-science students to make better informed decisions on issues relating to science and technology. Ethical issues, air and water quality, stratospheric ozone depletion, global warming, energy sources and use, hazardous wastes, nuclear energy.

105L. CHEMISTRY IN SOCIETY LABORATORY 1 cr. Corequisite: CH 105. Two hours of laboratory per week. Laboratory experience in topics discussed in CH 105.

141-142. GENERAL CHEMISTRY I-II 4 cr. each Stoichiometry, thermochemistry, states of matter, atomic structure, chemical bonding, oxidation-reduction, acid-base, solutions. Homogeneous and heterogeneous equilibria, electrochemistry, kinetics, chemistry of the metals and non-metals, and other relevant topics.

143-144. GENERAL CHEMISTRY LABORATORY I-II 1 cr. each Corequisites: CH 141-142. Three hours of laboratory per week. Laboratory experiments illustrating principles developed in corequisite lecture courses.

151. CHEMICAL PRINCIPLES 4 cr. Prerequisite: registration requires chair’s approval; corequisite: CH 153. Introductory chemistry for the well prepared student. Topics include atomic structure, chemical bonding, molecular structure, acid-base theories, solutions, thermodynamics, kinetics, equilibria, electrochemistry, coordination chemistry.

153. CHEMICAL PRINCIPLES LABORATORY 1 cr. Prerequisite: registration requires chair’s approval; corequisite: CH 151. Three hours of laboratory per week. Review of basic laboratory techniques. Introduction to chemical research.

221-222. ORGANIC CHEMISTRY I-II 3 cr. each Prerequisites: CH 141-144 (or 151, 153). Theoretical and descriptive treatment of the structure and reactions of the more representative classes of aliphatic and aromatic organic compounds. Aliphatic, alicyclic, and aromatic hydrocarbons, stereochemistry, carbocation theory, electrophilic substitution reactions, functional derivatives of aliphatic and aromatic hydrocarbons, carbanion theory, nucleophilic displacement, elimination reactions, and spectroscopic analysis.

223-224. ORGANIC CHEMISTRY LABORATORY I-II 1 cr. each Corequisites: CH 221-222. Four hours of laboratory per week. Laboratory experiments to illustrate the behavior of important classes and reaction types.

261. ANALYTICAL CHEMISTRY 3 cr. Prerequisites: CH 141-144 (or 151, 153); corequisite: CH 263. Three hours of lecture per week. Overview of chemical analysis; introductory statistics; equilibria; redox chemistry; and basic principles of modern electrochemical, spectroscopic, and chromatographic analysis; sampling; and sample preparation.
Chemistry

263. ANALYTICAL CHEMISTRY LABORATORY 1 cr. Corequisite: CH 261. Four hours of laboratory per week. Practice in classical analysis, sampling and sample preparation, and introductory instrumental analysis. Experiments are designed to illustrate the principles discussed in CH 261.

299. SPECIAL TOPICS IN CHEMISTRY 1-3 cr. Extended treatment of a chemical topic of general interest. Topic and prerequisites will be announced in the course schedule.

361. INTRODUCTORY PHYSICAL CHEMISTRY 3 cr. Prerequisites: CH 141-144 (or 151, 153), 221-224, MT 135; prerequisites/corequisites: PH 125, 125L, physical chemistry for life science-oriented students. Thermodynamics, kinetics, and other physical principles necessary for an understanding of the function of living systems.

365. PHYSICAL CHEMISTRY I 3 cr. Prerequisites: CH 141-144 (or 151, 153), 221-224, MT 135; prerequisites/corequisites: MT 136; PH 125, 125L, or 215, 215L. Kinetic molecular theory and the properties of gases, thermodynamics, thermodynamic properties of solutions, electromotive force, kinetics.

366. PHYSICAL CHEMISTRY II 3 cr. Prerequisite: CH 365. Prerequisite/corequisites: PH 126, 126L, or 216, 216L. Introduction to quantum mechanics, atomic and molecular structure, liquid and solid states, phase equilibria, and symmetry.

367. PHYSICAL CHEMISTRY LABORATORY I 2 cr. Prerequisites: CH 261, 263; prerequisites/corequisites: CH 365 (or 361). Four hours of laboratory per week. Laboratory experiments designed to illustrate the principles discussed in CH 361 and 365. Emphasis on scientific writing.

368. PHYSICAL CHEMISTRY LABORATORY II 1 cr. Prerequisite: CH 367; prerequisite/corequisite: CH 366. Four hours of laboratory per week. Laboratory experiments designed to illustrate the principles discussed in CH 365, 366.

399. UNDERGRADUATE RESEARCH 1-3 cr. Registration requires approval of a faculty sponsor and permission of department chair. Number of credits to be agreed upon by student and faculty sponsor, and specified at registration. Minimum of four hours work per week expected per credit hour. Course may be repeated for credit so long as the sum of credits earned in CH 399 does not exceed 3. Three credits of CH 399 can be used to fulfill an upper-division course elective, and CH 399 credit counts as upper-division lab credit. Systematic investigation of an original research problem. Satisfactory presentation of the results at a scientific meeting, department seminar or university forum. A written report is expected by the time a third credit is finished.

431. GENERAL BIOCHEMISTRY 4 cr. Prerequisites: CH 221, 224. One semester survey: proteins, enzymes, nucleic acids, lipids, membranes, and carbohydrates. Approximately half of the course devoted to metabolism and metabolic regulation. May be used as a corequisite for CH 437.

435. BIOCHEMISTRY I 4 cr. Prerequisites: CH 221, 224; BL 155, 156 strongly recommended. Structure/function of proteins, nucleic acids, lipids, biomembranes, and carbohydrates. Enzyme catalysis, coenzymes, regulation of proteins, DNA binding proteins, molecular genetics (introduction), laboratory methods, and signal transduction. Note: See listing under Biology for BL 465, a separate course focusing on the biochemistry/molecular biology of gene expression.
Chemistry


437. BIOCHEMISTRY LABORATORY 1 cr. Corequisite: CH 431 or CH 435. Four hours of laboratory per week. Protein isolation, chromatography, electrophoresis, quantitative assays, enzyme kinetics, DNA isolation and restriction enzyme analysis, fluorescence and UV/VIS spectroscopy, and bioinformatics. Note: CH/BL 470 provides additional laboratory instruction in methods for biochemistry/molecular biology.

439. BIOCHEMISTRY III 3 cr. Prerequisite: CH 436. In-depth examination of selected topics with extensive reading of original research articles and review papers. Topics covered in recent years: G-proteins, SH2 and SH3 domains in protein-protein recognition, signal transduction pathways, oncogenes, tumor suppressors, prenylation of proteins, ubiquitin-based protein degradation, anti-cancer drugs, regulation of gene expression, apoptosis, angiogenesis, RNA splicing, and new developments in laboratory methods and instrumentation.

441. INSTRUMENTAL ANALYSIS 3 cr. Prerequisite: CH 261; pre- or corequisite: CH 365 or CH 361; corequisite: CH 443. Three hours of lecture per week. In-depth treatment of modern chemical instrumentation; quantitative analysis using UV/Vis, IR, NMR, MS, AAS, ICP, electrochemistry, chromatography, etc.; qualitative characterization of pure substances through interpretation of IR, NMR and mass spectra. Emphasis will be on the unique capabilities and limitations of each technique. This course is highly recommended for students interested in pursuing a career in chemical research.

443. INSTRUMENTAL ANALYSIS LABORATORY 2 cr. Prerequisite: CH 263; corequisite: CH 441. Four hours of laboratory per week. Practice in instrumental analysis and experimental design, reflecting quantitative determinations and qualitative characterization of substances. Experiments are designed to illustrate principles discussed in CH 441.

470. MOLECULAR METHODS LABORATORY 3 cr. Prerequisites: CH 435, 437; prerequisite/corequisite: BL 465; BL 310 recommended. Eight hours of laboratory per week. Methods used in analysis of proteins and nucleic acids. Students in the Biochemistry/Molecular Biology concentration have priority for admission to this course.

478. CHEMISTRY SEMINAR 0 cr. Prerequisite: CH 221-224 All chemistry majors are required to complete satisfactorily two semesters of CH 478. Meets one hour per week. Attendance at eight seminars per semester constitutes completion of this requirement. Seminar offers the opportunity to learn about the frontiers of chemistry. Guest speakers from industry, government, and academia, including John Carroll faculty and students. Graded SA/FA.

481. INORGANIC CHEMISTRY 3 cr. Prerequisite: CH 361 or 365. Principles correlating the chemistry of the elements and their compounds. Atomic structure, chemical periodicity, chemical bonding, inorganic stereochemistry, acids and bases, electromotive force, group theory, symmetry, coordination compounds, and nonaqueous systems.

482. INORGANIC CHEMISTRY LABORATORY 1 cr. Prerequisite: CH 367. Four hours of laboratory per week. Laboratory syntheses and analyses to illustrate the chemistry of the elements and their compounds.

495. SPECIAL TOPICS IN CHEMISTRY 1-3 cr. Subject matter not covered by established courses but of interest to faculty member involved. Topic announced in course schedule.
Classical and Modern
Languages and Cultures

Professors: K. M. Gatto, H. N. Sanko, T. R. Nevin, F. K. Aggor (Chair)
Associate Professors: G. J. Sabo, S.J., D. G. Anderson, A. Pérez-Romero, M. N. Richards, E. Luengo, S. Casciani,
M. Pereszlenyi-Pinter; Assistant Professors: G. Compton-Engle, K. J. Karolle;

The study of languages, literatures, and cultures has always been an integral part of a liberal arts education and is central to the Jesuit tradition. The Department of Classical and Modern Languages and Cultures continues this legacy with offerings in different language areas (Ancient Greek, Chinese, French, German, Italian, Japanese, Latin, Russian, Slovak, and Spanish). Recognizing the value of international experience, the department offers ample opportunities for study abroad, allowing students to broaden their cultural horizons beyond the United States.

The department seeks to prepare students personally and professionally. It provides the individual with tools for understanding other cultures, tools often necessary for professional careers in fields such as teaching, translation, law, international business, and diplomacy. The language courses also help students in other disciplines who are seeking admission to graduate programs that require a reading knowledge of a foreign language.

Majors, Minors and Interdisciplinary Concentrations

Majors and minors are available in French, German, Ancient Greek, Latin, and Spanish. Additionally, the following languages are offered: Chinese, Italian, Japanese, Russian, and Slovak. Interdisciplinary concentrations include East Asian Studies; International Business; International Economics and Modern Language; Italian Studies; Latin American Studies; Modern European Studies; and Spanish and Sociology. For more information about these programs, see pages 81-88.

Teacher Licensure

Students seeking licensure for teaching are reminded that the equivalent of 30-48 semester hours of credit is required for a Multi-Age teaching licensure in Latin or a modern language.

ML 308. INTRODUCTION TO SECOND LANGUAGE ACQUISITION 3 cr. Intended for future teachers of foreign languages. Focus on language pedagogy and methodologies for teaching reading, writing, speaking, listening and culture.
Core Courses and the Language Requirement

Students meet the Division I Core requirement in language by completing two sequential courses in the same language. Students may begin a new language or continue a language at their entry level of competence, as determined by placement examination. Students with previous study in a language may enroll only in 101R, 201, or 301, not in 101.

Major and Minor Requirements

For major and minor requirements in French, see page 216; for German, see page 220; for Spanish, see page 313.

The department also provides a number of courses to satisfy other Core requirements, including Division II Literature (L), International (R, S), Diversity (D), and Writing (W). These may be taught either in the original language or in translation, CL for classical studies and ML for modern languages. Under the ML designation, courses are offered in intercultural perspectives, foreign cultures, film, folklore, and languages and literatures not commonly taught. (Note: courses must have an L, R, S, D, or W designation in the schedule of courses.)

Study Abroad

The department participates in study abroad experiences with existing summer, semester, and year-long programs abroad in Austria, Canada (Québec), China, France, Germany, Italy, Japan, Latin America, and Spain. With the advisor’s permission, arrangements are made individually with the departmental student services coordinator and the Center for Global Education. Students studying abroad will normally be juniors with at least a 2.5 average. Early consultation is advised.

Students who study abroad in their major must fulfill a residence requirement of no fewer than 6 semester hours of credit, usually at the 400 level, upon return from abroad. The department may require more than 6 semester hours of credit in the case of obvious deficiencies. (See pages 118-119 for more information about study abroad.)

LANGUAGE COURSES (ML)

Note: Currently, Chinese and Slovak are foreign languages taught under the ML designation.
Classical and Modern Languages and Cultures

101. BEGINNING FOREIGN LANGUAGE I 3 cr. A language not traditionally or commonly taught. Intensive functional approach to the four language skills. Classroom, multi-media, computer-assisted instruction. Emphasis on listening, speaking, and pronunciation. Language announced each semester in the schedule of classes.

102. BEGINNING FOREIGN LANGUAGE II 3 cr. Prerequisite: ML 101 or equivalent. Amplification of language skills. Emphasis on reading and writing. Language announced each semester.

201-202. INTERMEDIATE FOREIGN LANGUAGE I, II 3 cr. each Prerequisite: ML 102 or equivalent. Further development of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. ML 201 or equivalent prerequisite for ML 202.

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each Supervised independent study in language at the intermediate level.

301-302. ADVANCED FOREIGN LANGUAGE I, II 3 cr. each Prerequisite: ML 202 or equivalent. Advanced study of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage and grammar. ML 301 or equivalent prerequisite for ML 302.

391-392. ADVANCED SUPERVISED STUDY 3 cr. each Supervised independent study in language at the advanced level.

ITALIAN (IT)

101. BEGINNING ITALIAN I 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multi-media, computer-assisted instruction.

102. BEGINNING ITALIAN II 3 cr. Prerequisite: IT 101 or equivalent. Amplification of language skills in a cultural context.

201-202. INTERMEDIATE ITALIAN I, II 3 cr. each Prerequisite: IT 102 or equivalent. Further development of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. IT 201 or equivalent prerequisite for IT 202.

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each Supervised independent study in Italian at the intermediate level.

301-302. ADVANCED ITALIAN I, II 3 cr. each Prerequisite: IT 202 or equivalent. Advanced study of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. IT 301 or equivalent prerequisite for IT 302.

391-392. ADVANCED SUPERVISED STUDY 1-3 cr. each Supervised independent study in Italian at the advanced level.

JAPANESE (JP)

101. BEGINNING JAPANESE I 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multi-media, computer-assisted instruction.
Classical and Modern Languages and Cultures

102. BEGINNING JAPANESE II 3 cr. Prerequisite: JP 101 or equivalent. Amplification of language skills in a cultural context.

201-202. INTERMEDIATE JAPANESE I, II 3 cr. each Prerequisite: JP 102 or equivalent. Further development of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. JP 201 or equivalent prerequisite for JP 202.

291-292. INTERMEDIATE SUPERVISED STUDY 1-3 cr. each Supervised independent study in Japanese at the intermediate level.

301-302. ADVANCED JAPANESE I, II 3 cr. each Prerequisite: JP 202 or equivalent. Advanced study of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. JP 301 or equivalent prerequisite for JP 302.

391-392. ADVANCED SUPERVISED STUDY 3 cr. each Supervised independent study in Japanese at the advanced level.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic. Announced in schedule of classes.

498-499. INDEPENDENT STUDIES IN JAPANESE 3 cr. each Prerequisite: JP 302 or 392 or equivalent. Contemporary Japanese used in various areas of specialization. JP 498 or equivalent prerequisite for JP 499.

RUSSIAN (RS)

101. BEGINNING RUSSIAN I 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multi-media, computer-assisted instruction.

102. BEGINNING RUSSIAN II 3 cr. Prerequisite: RS 101 or equivalent. Amplification of language skills in a cultural context.

201-202. INTERMEDIATE RUSSIAN I, II 3 cr. each Prerequisite: RS 102 or equivalent. Further development of the four skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. RS 201 or equivalent prerequisite to RS 202.

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each Supervised independent study in Russian at the intermediate level.

301-302. ADVANCED RUSSIAN I, II 3 cr. each Prerequisite: RS 202 or equivalent. Advanced study of the four skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. RS 301 or equivalent prerequisite to RS 302.

309. RUSSIAN SOCIETY AND CULTURE 3 cr. Prerequisite: RS 302 or equivalent. Culture of daily Russian life and the distinctive cultural achievements of the Russian people—contemporary and past—through speaking and writing.

391-392. ADVANCED SUPERVISED STUDY 3 cr. each Supervised independent study in Russian at the advanced level.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic. Announced in schedule of classes.
INTERCULTURAL PERSPECTIVES (ML)

All Intercultural Perspectives courses are taught in English.

215. UNDERSTANDING AFRICA THROUGH FILM 3 cr. Multiple dimensions of African societies through documentaries and movies. Traditions, lifestyles, and history of Africa, and this continent’s role in the international arena.

299. SPECIAL TOPICS 3 cr. Selected topics in intercultural perspectives. One or several aspects of the culture of one country, especially as found in its language, literature, ideas, or art forms; this culture either in the country of origin or as American heritage. Geographical areas and instructors announced each semester. Course may be repeated with a different subject matter.

399. SPECIAL TOPICS 1-3 cr. Topic selected by the instructor.

499. SPECIAL TOPICS 1-3 cr. Topic selected by the instructor.

LITERATURE IN TRANSLATION (ML)

These courses are taught in English.

205. SHORT FICTION OF THE NINETEENTH CENTURY IN TRANSLATION 3 cr. Survey of translated short stories and/or novellas from one or more literatures of the nineteenth century, presenting how one or more peoples represented their values and views of nineteenth-century society, history, and culture.

206. SHORT FICTION SINCE 1900 IN TRANSLATION 3 cr. Survey of translated short stories and/or novellas from one or more literatures since 1900, presenting how one or more peoples represented their values and views of society, history, and culture of the time.

211. MASTERPIECES OF WORLD LITERATURE 3 cr. Survey of translated literary works by men and/or women authors from one or more cultures/populations involving any time period and one or more literary genre(s).

260. ITALIAN-AMERICAN CULTURE AND CIVILIZATION THROUGH LITERATURE 3 cr. Prerequisites: EN 111-112 or equivalent. The Italian-American experience from the late nineteenth century to the present. Socio-political issues seen through literature, other readings, and cinema.

265. ITALIAN AND ITALIAN-AMERICAN SPIRITUALITY THROUGH LITERATURE AND FILM 3 cr. No prerequisite. Franciscan ideology and theology and its cultural, literary and artistic influences on Italian and Italian-American literature and film.

270. FAITH, REASON AND ART IN ITALIAN AND ITALIAN-AMERICAN LITERATURE 3 cr. No prerequisite. How faith, reason and art interact in Italian and Italian-American literature.

275. MODERN ITALY AND MASS MIGRATION THROUGH LITERATURE 3 cr. Historical and cultural background of modern Italy, especially through the works of Ignazio Silone. Study of the conditions of Southern Italy which led to mass migration to the United States in the past century.

280. THE MOSAIC OF SICILY: ART, HISTORY, AND LITERATURE 3 cr. No prerequisite. History, literature, and art from ancient to modern Sicily. A study trip to Sicily is an integral part of the course.
320. DANTE’S DIVINE COMEDY 3 cr.  Study in modern English translation of Hell, Purgatory and Paradise with special attention to theological issues as well as literary content. Dante is examined as both a supreme poetic craftsman and a church reformer.

325. ITALIAN HUMANISM AND THE RENAISSANCE 3 cr.  Study of Italian Humanism and the Renaissance through the writings of Petrarch, Alberti, Machiavelli, Michelangelo, Vittoria Collonna and Leonardo da Vinci. Includes an intensive, on-site learning tour. Travel fee required.

350. DANTE’S CITIES: ROME, FLORENCE, L’AQUILA, SIENA 3 cr.  Study of the Divine Comedy and Vita Nuova, showing how these reflect the social, cultural and artistic representation of late medieval Italy. Includes an intensive, on-site learning tour of the cities which have influenced Dante’s art. Travel fee required.
Classical Studies (CL)

Professor: T. R. Nevin; Assistant Professor: G. Compton-Engle

Courses in classical studies are offered by the Department of Classical and Modern Languages and Cultures. The department offers major programs in Latin and Greek, as well as optional minors and a variety of individual courses that may be used to fulfill Core requirements or as electives.

Major and Minor Requirements

Major in Classical Languages: 33 credit hours, as described in the following options:

*Specialty in Greek:* Eight 3-hour GK courses with a maximum of three at the 200 level, including GK 301, 490, plus CL 301 and any two other approved GK, LT, or CL courses. A comprehensive examination is required.

*S specialty in Latin:* Eight 3-hour LT courses at or above LT 202, including LT 232, 301, 490, 491, plus CL 302 and any two other approved GK, LT, or CL courses. LT 232 may be taken a maximum of three times, as long as the course focuses on a different author each time. A comprehensive examination is required.

*Combined Greek and Latin:* Ten 3-hour GK or LT courses at or above GK 101 or LT 202, including either GK 301 or LT 301, either GK 490 or LT 490, 491, plus either CL 301 or 302. A comprehensive examination is required.

*Classical Studies:* Six 3-credit courses in GK and/or LT at any level, plus CL 220; two of the following: CL 301, CL 302, AH 317, or another approved CL, HS or AH course; two of the following: PL 210, RL 205, or another approved PL or RL course. At least twelve credits must be at the 300 level or above; at least one course must focus on literature, either in the original language or in translation. A comprehensive examination is required.

Minor in Greek or Latin: 18 hours. Six GK or LT courses above the introductory level. Two CL courses may be substituted with permission of the department.

Minor in Classical Studies: 18 hours. Six CL courses. Two GK or two LT courses at any level may be substituted with permission of the department.
Classical Studies

The study of Latin and Greek culture provides students with a better understanding of the roots of their own culture, which has been so strongly influenced by Roman and Greek art, medicine, law, and religion. The pursuit of Latin and Greek language skills not only provides the broadening experience which comes from learning how to think and express oneself in another language, but also can be a great aid to building vocabulary and language skills in English. Majors in classical languages have gone on to successful careers in such diverse areas as teaching, law, banking, library science, diplomatic service, and business.

Students of almost any major may earn the bachelor of arts in classics (B.A.Cl.) by completing four Latin courses beginning at the 202 or 232 level. Courses listed as GK (Greek) and LT (Latin) will be found under separate listings in this Bulletin.

Students seeking licensure for secondary school teaching should consider the possibility of using electives so as to become licensed in a second field. Students are reminded that the equivalent of 30 semester hours of credit in Latin or Greek is required for teaching licensure.

Any single language course may be taken as an elective and count toward graduation except at the introductory level of a classical language. Two courses in language skills are needed for fulfillment of the language Core requirement.

A number of courses with the CL designation are offered in English for students with no knowledge of Greek or Latin, but with an interest in classical culture. These courses also may be used for Core requirements.

The department also offers a track in classical languages for the master of arts degree in humanities. Degree requirements and course descriptions are published in the Graduate School Bulletin.

There are no prerequisites for any CL course. All courses are taught in English.

199. SPECIAL TOPICS 1-3 cr. Topic to be selected by instructor and announced in the class schedule. Only a 3-credit course may apply to Core.

210. WORD POWER THROUGH THE CLASSICS 3 cr. Emphasis on the Greek and Latin roots of the English language. Special emphasis on legal, medical, and scientific terminology.

220. CLASSICAL MYTHOLOGY 3 cr. Myths of Greece and Rome. Special attention to primary literary sources, functions of the myths, and their significance.

221. CLASSICAL MYTH AND LITERATURE 3 cr. The continued use of classical myth in the literature of the West.

222. CLASSICAL MYTH AND THE VISUAL ARTS AND MUSIC 3 cr. The continued use of classical myth in the art and music of the West.

230. HISTORY OF ANCIENT GREEK PHILOSOPHY (PL 210) 3 cr.
Classical Studies

240. CLASSICAL EPIC IN ENGLISH 3 cr. The Iliad and Odyssey of Homer, the Aeneid of Vergil, and other classical epic poems. Oral and literary epic, romantic epic, and historical epic; their development and characteristics.

250. CLASSICAL DRAMA IN ENGLISH 3 cr. Plays of the great Greek and Roman comic and tragic playwrights. Theatre in the classical period.

260. CLASSICAL SATIRE IN ENGLISH 3 cr. Such authors as Horace, Juvenal, Persius, and Petronius. Special attention to their literary predecessors, both Greek and Latin.

270. ROMAN PRIVATE LIFE 3 cr. Daily life of a Roman with emphasis on family, education, and amusements, as depicted in literary and archeological remains.


281. GREEK LITERATURE IN ENGLISH 3 cr. Selections from major Greek authors designed as a brief presentation of content, scope, and influence of Greek literature.

282. LATIN LITERATURE IN ENGLISH 3 cr. Selections from major Latin authors designed as a brief presentation of content, scope, and influence of Latin literature.

290. WOMEN IN ANCIENT GREECE AND ROME 3 cr. Representation of women in ancient literature and art, as well as the realities of their everyday lives.

301. ANCIENT GREEK HISTORY (HS 301) 3 cr. From the beginning to the Roman conquest.

302. ROMAN HISTORY (HS 302) 3 cr. History of Rome down to the reign of Constantine.

317. CLASSICAL ART (AH 317) 3 cr.

498. ADVANCED SUPERVISED STUDY 3 cr. Supervised study on special topics. Course may be repeated with a different subject matter.
The Department of Communication and Theatre Arts is a nationally award-winning program concerned with the nature, process, and practice of the art of communication. Communication is studied from the viewpoints of interpersonal relations, radio/television, film, multi-media, journalism, public relations and organizational communication, rhetoric, public address, speech science, theatre, and performance. In addition to a major and minor, the department offers a concentration in Political Communication (page 87), and is part of the concentrations in Environmental Studies and Perspectives in Sex and Gender.

Members of the department direct comprehensive programs in debate, radio, television, speech therapy, journalism, and theatre. Facilities of radio station WJCU-FM, the Marinello Little Theatre, Kulas Auditorium, the Klein Television Studio, and the journalism writing lab are available for use.

**Major and Minor Requirements**

**Major in Communications**: 39 credit hours.

- CO 200, 220, 225, 245, 280.
- One course from the following group: CO 215, 235, 265, 285.
- One course from the following group: CO 441, 446, 450, 465, 467, 470.
- Six additional courses, five of which must be at the 300 or 400 level.

**Minor in Communications**: 21 credit hours.

- Three of the following: CO 200, 220, 225, 245, 280.
- One course from the following group: CO 215, 235, 265, 285.
- Three additional courses, two of which must be at the 300 or 400 level.
Communication and Theatre Arts

CO 100 is required of all students for graduation. Students with a year or more of high school speech may test out of CO 100 by passing both a written examination and an oral presentation.

Practicum courses and CO 100 do not apply toward the department major, minor, or Division II of the University Core. **Note: No more than a total of four hours may be earned toward graduation requirements in any combination of CO 140, 145, 150, 155, 160, 175 or 180. No more than three hours can be earned in any one practicum.**

Qualified senior majors may participate in internships and independent study. Not only can they earn credits for their work, but also gain experience in a communications industry. The department has an established network of internships in the Cleveland area – one of the country’s largest communications markets. Internships are available at major television stations, cable companies, radio stations, and theatres. Interns studying public relations and interpersonal communications have been placed on a regular basis with Cleveland companies and advertising agencies.

Secondary teaching students may select sequences of courses leading to licensure in Language Arts. Timely consultation with a departmental advisor is essential to ensure that requirements of the State of Ohio are satisfied.

The department offers a master’s degree in Communications Management. Course requirements are listed in the *Graduate School Bulletin.*

100. SPEECH COMMUNICATION 2 cr. Principles of oral communication; application of theory as it relates to preparation and delivery of speeches.

101H. PRINCIPLES OF ORAL COMMUNICATION 1 cr. Application of theory as it relates to the preparation and delivery of speeches. For students in Honors Program only.

140. JOURNALISM PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Reporting and editing for publication. Interviewing techniques, beat reporting, newspaper graphics, layout, and design. Students also learn the Apple Macintosh computer system as applied to journalism. P/F only. Course may be repeated for a maximum of 3 credits.

145. DEBATE PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Credit for effective participation in forensic activities: preparation, research, and delivery and/or performance in debates. Requires participation in off-campus and weekend activities and prior debate experience or a demonstrated equivalency. P/F only. Course may be repeated for a maximum of 3 credits.

150. RADIO PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Fundamental aspects of radio station organization and of broadcast facility operation. Emphasis on the duties of and interrelationships among various departments at the broadcast station. Uses facilities of WJCU. P/F only. Course may be repeated for a maximum of 3 credits.

155. PUBLIC RELATIONS PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Work on public relations campaigns, designing brochures, newsletters, press releases. P/F only. Course may be repeated for a maximum of 3 credits.
Communication and Theatre Arts

160. TELEVISION PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Effective participation in preparation and production of campus cable news program. Attendance at productions required; also, regular reports of progress, readings, and final paper. P/F only. Course may be repeated for a maximum of 3 credits.

170. MOVEMENT FOR THE THEATRE 2 cr. Theories and development of movement for the actor. Character centering, relaxation, Alexander technique, neutralization of mannerisms.

175. THEATRE PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Credit for effective participation in theatre productions: set construction, technical theatre, acting, backstage crew support. Participation in weekend and evening rehearsals required; attendance mandatory at all required rehearsals. P/F only. Course may be repeated for a maximum of 3 credits.

180. PUBLIC SPEAKING PRACTICUM 1 cr. Prerequisite or corequisite: CO 100. Instructor permission required. Application of public speaking skills reflecting co-curricular experiences to be presented in community settings.

200. INTERPERSONAL COMMUNICATION 3 cr. Emphasizes dyadic communication and the effect of diversity on perception, language, nonverbal communication, listening and conflict in building relationships and reducing misunderstandings based on prejudice or stereotypes. Ethical analysis of communication.

205. GENDER AND COMMUNICATION 3 cr. Similarities and differences in male and female patterns of communication: the development of relationships, verbal and nonverbal communication, and impact of gender differences in different contexts.

210. FAMILY COMMUNICATION 3 cr. Long-term relationships of family members and communication patterns integral to relationship development. Families of multiple origins and ethnicity.


220. AMERICAN ELECTRONIC MEDIA 3 cr. Rise of broadcast media and their impact on society; legal and business operations, program production. Uses Klein Television Studio as a laboratory.


235. BUSINESS AND PROFESSIONAL SPEAKING 3 cr. Prerequisite: CO 100. Extension of the types of public speaking introduced in CO 100. Emphasis on presentational requirements of business and the professions, including videotaped reports, special occasion speeches, manuscript delivery, analytical and technical reports, motivational and persuasive speeches.

245. ARGUMENTATION AND DEBATE 3 cr. Prerequisite: CO 100. Analysis of argumentation theory and its application in debates on significant contemporary problems. Consideration of propositions, issues, evidence, analysis, briefing, case construction, and refutation.
Communication and Theatre Arts

250. SPEECH SCIENCE 3 cr. Normal speech production; emphasis on the anatomy and physiology of the speech mechanism, the physics of sound, and phonetics.

260. SPEECH PATHOLOGY 3 cr. Analysis of the nature and causes of speech communication disorders with an introduction to appropriate therapeutic methods and techniques.

265. ORAL INTERPRETATION OF LITERATURE 3 cr. Problems in analysis, criticism, interpretation, and communication of literature. Classroom performance in oral interpretation of various types of prose, drama, and poetry.

270. PLAYWRITING (395) 3 cr. Prerequisite: permission of instructor. The art and craft of the playwright through play analysis and discussion of Aristotle’s six elements of drama. The playwriting process (idea, scenario, characters, drafts), contemporary relationships in the theatre, and oral reading of an original one-act script.

275. THEATRE PRODUCTION 3 cr. Lecture-workshop course. Aesthetic and practical aspects of producing a play: backstage production, organization, the promptbook, and technical support. Uses Marinello Little Theatre and Kulas Auditorium as a laboratory.

280. INTRODUCTION TO THEATRE 3 cr. History and development of theatre arts from the ancient Greeks to the present. Detailed examination of the components of live theatre and the contributions of actors, directors, designers, playwrights, and critics to the creation of theatre. Requires attending area theatrical productions.


295. SCREENWRITING 3 cr. Prerequisite: permission of instructor. The craft of writing for the screen through film analysis, discussion of screenwriting format, dramatic elements, character and plot development, legal issues, marketing of scripts, and agent representation.

300. SMALL GROUP COMMUNICATIONS 3 cr. Small group theory, leadership, decision-making and communication skills. Practical application of group discussion concepts.

301. METHODS IN COMMUNICATIONS RESEARCH 3 cr. Examines both quantitative and qualitative methods in communications. Special attention given to hypothesis construction, research design, and analysis of data gathered.

305. INTERVIEWING PRINCIPLES 3 cr. Analysis of the theories, methods, and research in survey, journalistic, employment settings, and persuasive settings.

308. LITERARY JOURNALISM 3 cr. Prerequisite: CO 225. Writing and publishing in-depth features for newspapers, magazines, and books with emphasis on the study of classic works by Berner, McPhee, Thompson, Didion, and others.

315. PUBLIC RELATIONS 3 cr. Prerequisite: CO 225. Functional role of public relations as a tool of leadership in organizations: research, planning, writing, communicating, and evaluation. Analysis of public relations campaigns, ethics, methodologies, and their impact.

316. THE DOCUMENTARY IN FILM AND TELEVISION 3 cr. Rise of the documentary from pioneers through the work of Flaherty, Lorentz, Riefenstahl, Grierson, Murrow, Wiseman,
and Burns, among others. Historical, informational, news, poetic, persuasive, and propaganda documentaries and techniques.

317. FILM AND COMMUNICATION 3 cr. Rise of the American film industry with attention to the evolution of camera techniques, sound, and special effects. American classic films, directors, stars, and institutions from 1895 to 1960.

318. INTERNATIONAL FILM: SILENT TO MODERN ERA 3 cr. Historical exploration of the development of film as an international phenomenon from beginnings in France to the modern era. Historical background and related cultural elements in which each was created. Various film schools and directors are examined with attention to the evolution of styles and storytelling methods.

319. TELEVISION PRODUCTION 3 cr. Prerequisite: CO 220. Introduction to television production, including leadership, program idea development, research and preplanning, balancing information and entertainment values, and studio procedures and direction. Uses Klein Television Studio.

320. AUDIO PRODUCTION 3 cr. Prerequisite: CO 220 or consent of instructor. Fundamental theory and techniques in the use of audio equipment and basic audio production. Includes scripting, editing, and production of several program forms. Uses facilities of WJCU and O'Malley Center as a laboratory.

321. MULTICULTURALISM AND THE MASS MEDIA 3 cr. History, problems, roles, struggles, and contributions of major minority groups in the United States in relation to mass media. Stereotyping, access limitations, evolution of ethnic media, issues and problems in American mass media systems.

322. WOMEN IN MASS MEDIA 3 cr. Examines the historical contributions of women in various mass media, including print, electronic, and film. Explores development of awareness of the portrayal of women by the media and the impact on society.

323. ELECTRONIC SALES AND MARKETING 3 cr. Sales function in commercial radio, television, and cable. Theory and practical application in electronic media advertising, sales, and research. Discussion of media competitive advantages, as well as vocabulary and techniques of electronic media sales.

324. VIDEO GRAPHICS AND ANIMATION 3 cr. Examines the aesthetic and practical dimensions of creating still-frame and animated images for the video screen. Students create graphics and animations, and learn techniques to enhance visual literacy and to "read" images more critically.

325. INVESTIGATIVE REPORTING 3 cr. Prerequisite: CO 225. Process of investigative reporting. Major investigative projects; original public records research, information-gathering interviews, and written findings.

330. PHOTOJOURNALISM 3 cr. Prerequisite: CO 225 or permission of instructor; corequisite: CO 331. Role of the photographer as communicator and as member of an editorial team at newspapers and magazines. Analysis of noted photojournalists and creative theory and art of photojournalism. Editorial decisions about the composing, editing, layout, and eventual publication of news and feature photos. Photo assignments and photo essays. Requires use of on-campus darkroom as a laboratory.
Communication and Theatre Arts

331. PHOTOJOURNALISM LABORATORY 1 cr. Corequisite: CO 330.

335. ILLUSTRATIVE PHOTOGRAPHY 3 cr. Corequisite: CO 336. The art and science of magazine and advertising photography. Includes use of large-format cameras and color film.

336. ILLUSTRATIVE PHOTOGRAPHY LABORATORY 1 cr. Corequisite: CO 335.

340. RADIO BROADCASTING PRINCIPLES 3 cr. Prerequisite: CO 220 or consent of instructor. Principles of radio station operation and organization, including program policies, legal requirements, and community responsibility. Particular emphasis on the duties of and interrelationships among key personnel in the broadcast station departments of sales, programming, engineering, and management.

341. PERSPECTIVES IN CONTEMPORARY AMERICAN POLITICAL DISCOURSE 3 cr. Examines how various groups and causes make use of public expression to seek redress of grievances or to attempt significant social, political, or economic changes. Specific groups and causes may vary.

343. INTERNATIONAL THEATRE 3 cr. Examines performance outside of Europe and the United States. Topics range from Latin America and the Caribbean to Africa and Asia. Topics vary according to semester. History, critical theory, production methods, and plays of these theatres.

344. MULTICULTURALISM IN THE THEATRE 3 cr. Comparative analysis of performance within the United States that speaks for minority groups. Topics vary according to semester but range from African-American theatres to theatres that represent Native Americans, Chicanos or women.

346. CAMPAIGN ISSUES AND IMAGES (445) 3 cr. Issues, images, and rhetorical and communication strategies of selected candidates in current political campaigns. Offered during the fall semester of election years.


355. MULTI MEDIA 3 cr. Study of the thought processes and aesthetics in the production of multi-media from initial concept through development to actual construction. Students create individual projects using Dreamweaver and Flash Animation and learn to analyze and critique professional work using electronic news room.

360. ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM 3 cr. Introduction to biological systems underlying normal speech and hearing. Interrelationships among systems, including neurological, muscular, and skeletal.

365. DESIGN FOR THE STAGE 3 cr. Prerequisite: CO 275. Aesthetic, practical, and process orientation to set, costume, and properties design for the stage. Includes drawing, drafting, and written analysis of plays and musicals. The process of this collaborative art is explored through group and individual projects. Basic drawing and drafting tools required.

370. LANGUAGE DEVELOPMENT 3 cr. Basic course in normal language development. Emphasis on linguistic description, analysis, and theory.

375. DIRECTING FOR THE STAGE 3 cr. Prerequisite: CO 265 or 280 or 285, or consent of instructor. Theory and practice of the director’s function: play analysis, concept and
interpretation, casting, rehearsing, staging techniques, using the promptbook. Examination of historical development of the director. Exercises in case studies and criticism. Classroom performance/critiques of scenes.

380. INTERNATIONAL JOURNALISM 3 cr. Systematic, comparative study of the role of the press in foreign countries and the United States. How the press operates within specific countries as well as how the identities of these countries are shaped through the media.

385. PHONETICS 3 cr. Emphasis on the transcription of the IPA; introduction to articulatory phonetics and dialectology.

384. LIGHTING FOR THE STAGE 3 cr. Prerequisites: CO 275; 280; 365 or 215. Aesthetic, practical and process orientation to lighting design. Implementation for the stage and television, practiced through group and individual projects. Lab fee for drafting equipment.

386. MEDIA LITERACY 3 cr. Prerequisite: CO 220. Examines the interplay of media, self, information, and society to understand the role of media in shaping culture and social reality.

390. INTERCULTURAL COMMUNICATION 3 cr. Prerequisite: CO 200. Influence of cultural background on cross-cultural communication experiences. Asian cultures will serve as a basis for comparison of a variety of cultures. How differences in verbal and nonverbal messages, perception, values, and ethics affect communication.

394. MULTICULTURAL COMMUNICATION 3 cr. Prerequisite: CO 200. Examination of the variety of communication patterns that result from the cultural diversity of the United States. Focus on the effects of historical, cultural, and linguistic factors on perceptions, values, and communication styles.

397. BROADCAST WRITING 3 cr. Prerequisite: CO 220. Conceiving, writing, and evaluating scripts for radio, TV, and film. Several scripts of various lengths required.

399. SEMINAR/SPECIAL TOPICS IN COMMUNICATION 3 cr. Prerequisite: permission of the instructor. Responsibility for this course rotates among department faculty, a new area of study being specified by each. Topic will be announced in the semester course schedule.

400. ORGANIZATIONAL COMMUNICATION 3 cr. Overview of communication in the organizational structure. Topics include communication flow, network analysis, organizational culture, methods of communication to varying publics within the organization, auditing strategies, and initiating change.

407. WRITING FOR PUBLIC RELATIONS 3 cr. Prerequisite: CO 315. Emphasizes persuasive and advocacy writing and research strategies. Topics include: news releases; ghost-written speeches; press kits; fact sheets, annual reports, company newsletters, and stockholder communications. Information bases and the effect of new technologies will be addressed.

415. ADVANCED PUBLIC RELATIONS 3 cr. Prerequisite: CO 315. Investigation of the processes of developing a campaign to influence public opinion: research methods; visual, written, spoken approaches; the measurement and evaluation of results. Management of short-term and on-going crisis situations.

418. INTERNATIONAL ELECTRONIC MEDIA 3 cr. Prerequisite: CO 220. Comparative analysis of systems, role and use of radio, TV, and cable in the global media environment. Impact of satellite and fiber optic. Ethical and legal concerns related to the impact of American broadcasting on international programming.
**Communication and Theatre Arts**

419. **ADVANCED TELEVISION PRODUCTION LABORATORY 1 cr.** Corequisite: CO 421.

420. **ADVANCED ANIMATION 3 cr.** Prerequisite: CO 319 or 324. Advanced principles of animated production; critical analysis of Hollywood, independent, and international animations; history of animated film and video.

421. **LINEAR/NON-LINEAR EDITING 3 cr.** Prerequisites: CO 319 and consent of instructor; corequisite: CO 419. Examination of aesthetic decisions and skills in planning and production of television programs. Exploration of editing theory using linear and non-linear systems based on both analog and digital approaches. Examines creative approaches utilized in video development, using both field facilities and the Klein Television Studio as laboratories.

424. **NON-VERBAL COMMUNICATION 3 cr.** Prerequisite: CO 200. Non-language dimensions of human communication such as interpersonal distance, touch, eye contact, and use of time. Emphasis on nonverbal communication in non-Western cultures.

435. **BROADCAST PROGRAMMING PRINCIPLES 3 cr.** Prerequisite: CO 220 or consent of instructor. Problems of broadcasting management, programming, sales, promotion, and marketing. Exploration of related issues in both commercial and noncommercial broadcast media.

438. **BROADCAST JOURNALISM 3 cr.** Prerequisites: CO 220, CO 225, and CO 319 or 397. The news gathering process for radio, TV, on-line, and cable. Uses writing and production as a means to understand the decision making process in the electronic environment. Includes analysis of news programs, ethical responsibilities of reporters and management, effects and impact that broadcast and cable news has on society.

440. **EVENT PLANNING 3 cr.** Instructor permission required. An understanding of, and experience with, the communicative strategies and behaviors associated with effective meetings, conferences, and special events. Draws on theoretical areas of communication to study effective planning, providing opportunities to integrate theory and application.

441. **RHETORICAL THEORY AND CRITICISM 3 cr.** Analyzes rhetorical theory with an emphasis on criticism of persuasive discourse found in a variety of texts, including speeches, novels, film, music, and campaigns. Theories and texts range from classical to contemporary.

446. **PERSUASIVE COMMUNICATION THEORY 3 cr.** Contemporary theories of persuasion; theory construction, experimental field research, and applications to political, business, professional, interpersonal, and other settings.

447. **PRESIDENTIAL COMMUNICATION 3 cr.** Communicative strategies and constraints of the American presidency from the perspective of political communicative theory as well as the careers and communicative abilities of individual presidents.

449. **POLITICS, PUBLIC POLICY AND THE PRESS 3 cr.** Analysis and critique of the dynamics between the press, presidential campaigns, and the voting public. Historical perspective on selected campaigns with an emphasis on social, political, and economic shifts in American society.

450. **DEVELOPMENT OF COMMUNICATION THEORY 3 cr.** Historical overview of theories of communication from classical era to present. Emphasis on diversification of communication theory and its expansion into new areas, including mass communication, in the 20th century and beyond.
Communication and Theatre Arts

455. **HEALTH AND ENVIRONMENTAL MEDIA** 3 cr. Researching and communicating environmental and health issues through the media. Focus on use of data, interpreting and writing scientific and technical information, and presenting strategies of risk communication.

456. **ADVANCED MULTIMEDIA** 3 cr. Prerequisite: CO 355. Advanced theory and practice in multimedia design, including idea development, information flow, system links and branching. Uses Flash, Dreamweaver, FrontPage, Photoshop, and Fireworks, among others.

455. **MEDIA ETHICS** 3 cr. Classical and contemporary ethical theories and their application in media issues such as the selection of stories, their content, and the news-gathering process. Includes analysis of professional codes of ethics and extensive case studies.

467. **COMMUNICATIONS AND THE FIRST AMENDMENT** 3 cr. First Amendment theory, legal opinion, and practical implications for the freedom of speech and press, including the mass media.

470. **THEATRE HISTORY AND CRITICISM** 3 cr. Survey of the theory and history of the theatre and drama from the Greeks to the present day. Relationship between the theatre and the social and aesthetic values of its time.

475. **LITTLE THEATRE WORKSHOP** 3 cr. Prerequisites: open only to students who have worked in Little Theatre Workshop productions and with consent of instructor. Specified problems of an advanced nature in playwriting, acting, directing, designing, and management. Concentration on the growth of the student as an artist in the theatre. Requires a major project and research analysis. Required work in the Little Theatre Workshop productions.

476. **LITTLE THEATRE WORKSHOP, DESIGN, AND MANAGEMENT** 3 cr. Prerequisites: CO 275, 365. Open only to students who have worked in Little Theatre Productions and with consent of instructor. Concentration on the growth of the student as an artist in the theatre. Requires major project, research analysis, and appropriate technical drawings. All work in Little Theatre Workshop productions.

497. **INTERNSHIP** 3, 6 cr. Prerequisites: senior standing; normally at least 2.5 overall average. Open only to majors. Permission of internship director required. Supervised and directed experiential learning in a position relevant to a major sequence of study. P/F only. No more than 3 credits may be applied toward completion of the major.

499. **INDEPENDENT STUDY** 1-3 cr. Prerequisite: consent of instructor and chair. Particular problem in communication examined in depth. Final paper and oral examination required. Projects must be approved prior to authorization for registration. Consult chair for details. Majors only.
Computer Science (CS)

*Professor:* M. Kirschenbaum;  *Associate Professors:* D. L. Stenson, F. J. Fuglister, D. A. Norris (Chair), D. W. Palmer;  *Assistant Professor:* L. M. Seiter

**Major Programs**

The Department of Mathematics and Computer Science offers two major programs in computer science. The department also offers mathematics programs that are described in the separate section on Mathematics (MT).

The **major in computer science** leading to the bachelor of science degree prepares students for a career in computer science, programming or a related technology field, and for graduate study in computer science. Graduates' careers span the spectrum of possibilities: from working for national companies with large, well-established technology departments to founding entrepreneurial start-up companies at the frontier of future technology to filling critical support roles in virtually all possible fields, including medicine, business, manufacturing, consulting, government, law and research.

**Major and Minor Requirements**

**Major in Computer Science:** 58-60 hours. CS 201, 201L, 202, 301, 320, 373, 470, 471, 473, 474; two more courses numbered CS 400-479; MT 135, 136, 379; EP 388, 388L; three courses chosen from the following (after consultation with advisor):

- CS 309, 310, any other CS 400-level courses.
- MT 341, 342, 420, 422, 425, 478, 479.
- EP 265/265L, 266/266L.

A comprehensive examination is required.

**Major in Computer Information Systems:** 49 hours. CS 201, 201L, 202, 309, 310, 320, 431, 451, 455, 470, 475; BI 106, 300; MT 122 or EC 205, MT 135; and two electives from the following, at least one of which must be a BI: CS 301, 463, 467; BI 341, 342, 371, 407, 451.

A comprehensive examination is required.

**Minor in Computer Science:** 23 hours. MT 135; CS 201, 201L, 202; and 12 additional hours chosen from 300- and 400-level CS courses.
The **major in computer information systems** leading to the bachelor of science degree prepares students wanting a significant emphasis on computer science but with a more applied approach in information technology areas, providing technical and software support.

**101. TOPICS FROM COMPUTER SCIENCE 3 cr.** Computer familiarization course surveying the academic discipline of computer science. Topics include the history and architecture of computers; elementary programming; word processing, spreadsheets, data managers, and graphics packages. Emphasis is on understanding what computers and computer professionals do rather than on learning programming.

**201. INTRODUCTION TO COMPUTER SCIENCE I 3 cr.** Corequisite or prerequisite: MT 134 or MT 135; corequisite: CS 201L. Basic programming concepts: variables, assignments, conditionals, loops and parameter passing. Object-oriented programming concepts: objects, methods, constructors, inheritance and message-passing. Program design and documentation, algorithmic problem solving.

**201L. INTRODUCTION TO COMPUTER SCIENCE LABORATORY 1 cr.** Corequisite: CS 201. Programming laboratory intended to provide hands-on experience in applying the programming concepts learned in CS 201. Experience in learning the process of program development, with emphasis on techniques for testing and debugging. CS 201 and CS 201L must be taken together in a single semester.

**202. INTRODUCTION TO COMPUTER SCIENCE II 3 cr.** Prerequisite: CS 201. Continuation of CS 201. More advanced concepts in object-oriented programming and design and their application to data structures and algorithm analysis. Topics include O-O concepts of polymorphism, overloading, overriding, and genericity, as well as linked lists, stacks, queues, trees, recursion and algorithm comparison using order notation.

**280. HOT TOPICS IN COMPUTER SCIENCE 1 cr.** Discussion of computer-science issues by faculty and students; ideologies, trends, emerging technologies, and cutting-edge concepts in computer science. Speakers from academia and industry on these topics. Faculty and students select articles for discussion. Students may take Hot Topics courses for credit a maximum of four times.

**301. ADVANCED PROGRAMMING 3 cr.** Prerequisite: CS 202. **Academic credit will be given for either CS 301 or CS 303, but not both.** Advanced topics in procedural and object-oriented programming languages, important features for proficient programmers to understand and use. Covers topics not included in the introductory courses, possibly including: pointers and pointer manipulation, advanced program structure and design, multi-exception handling, threaded programs, and advanced data-structures.

**303. PROCEDURAL PROGRAMMING WITH C 3 cr.** Prerequisite: CS 202. **Academic credit will be given for either CS 301 or CS 303, but not both.** Procedural or sequential aspects of programming. Topics include functions, pointers, structures, structure charts, top-down and bottom-up design, debugging techniques, separate compilation, and writing modular code without the benefit of language-supported constructs such as objects and inheritance.

**309. WEB DESIGN AND PROGRAMMING I 3 cr.** Prerequisite: CS 202. Principles of web page design; HTML, DHTML, XHTML and XML; cascading style sheets; introduction to client-
310. WEB DESIGN AND PROGRAMMING II 3 cr. Prerequisite: CS 309. Advanced web programming and scripting methods, including Active Server Pages, Python, PHP. Topics selected from web server administration, web agents, security, e-commerce, and others.

320. GUI PROGRAMMING 3 cr. Prerequisite: CS 202 (or 201 and department chair permission). GUI (graphical user interface) allows users to interface with a computational environment using a point-and-click mechanism and minimal typing in the PC windowing systems. GUI is suitable for an application that includes buttons and menus. Fundamentals of writing Windows applications, event-driven programming and the GUI. Includes dialogues, menus, controls, scope and lifetime of variables, data types, objects and instances, MDI, fonts and graphics, the Clipboard and simple file I/O.

373. COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE 3 cr. Prerequisite: CS 202; corequisite or prerequisite: MT 379. Introduction to computer organization and structure, machine language, and assembly language on mainframes and microcomputers; implementation of programming structures and data structures in assembly language.

380. SPECIAL TOPICS IN PROGRAMMING 1-3 cr. Prerequisite: dependent on topic. Investigations of emerging programming technologies and paradigms.

431. MULTI-MEDIA PROGRAMMING 3 cr. Prerequisite: CS 310. Principles of interactive multimedia design; introduction to multimedia documents and authoring via Dreamweaver, Macromedia, and Flash; introduction to interactive television and hypermedia systems, digital media, compression, and synchronization.

451. DATABASE SYSTEMS 3 cr. Prerequisite: CS 320. Entity-relationship models: relational and network designs and queries; properties of storage devices; indexing structures; decomposition and normal forms; data security and integrity.

455. COMPUTER COMMUNICATIONS AND NETWORKING 3 cr. Prerequisite: CS 320. Network topologies; physical, data link and network layers; data link protocols; routing algorithms; packet switching.

463. COMPUTER GRAPHICS 3 cr. Prerequisites: MT 233 or MT 379; and CS 202. Fundamentals of two- and three-dimensional graphics, including graphics hardware, line drawing, raster and vector techniques, circles, curves, rotation, scaling and translation of graphical objects, polygon drawing and filling, parallel and perspective projections, hidden line and surface removal, color, shading and shadows.

465. PROGRAMMING LANGUAGES 3 cr. Prerequisites: MT 379 and CS 301 (or 303). Comparison of the features of various programming languages; methods of implementation; the imperative, object-oriented, functional, and declarative paradigms; programming in several illustrative languages such as LISP, Smalltalk, and Prolog.

467. ARTIFICIAL INTELLIGENCE 3 cr. Prerequisites: MT 379 and CS 301 (or 303). Expression of knowledge using rules, forward chaining, and backward chaining; knowledge representation; limitations of rule-based systems; Prolog programming; expert system shells; case studies.
470. SOFTWARE ENGINEERING 3 cr. Prerequisite: CS 320. Senior status and permission of chair. Simulates the environment of the professional software developer working in a team on a large software project, including the requirements analysis, system design, code development, testing, and delivery of a real software product to an independent interested party. Software methods, models, evolving requirements, test plans, software verification, documentation, and scheduling.

471. ALGORITHM ANALYSIS 3 cr. Prerequisites: MT 379 and CS 301 (or 303). Techniques of algorithm design; analysis of efficiency of algorithms; general strategies such as “divide and conquer” and “dynamic programming”; applications to numeric, symbolic, and graph algorithms.

473. LANGUAGE PROCESSORS 3 cr. Prerequisites: MT 379, CS 373, 301 (or 303). Language translators and systems programs: assemblers, macro processors, compilers, linkers and loaders; lexical, syntactic, and semantic analysis.

474. OPERATING SYSTEMS 3 cr. Prerequisites: CS 373 and 301 (or 303). Memory management, job scheduling, interrupts and I/O processing, mutual exclusion, semaphores, deadlock, and distributed systems.

475. TECHNICAL WRITING IN COMPUTER SCIENCE 3 cr. Prerequisite: CS 202. Written communication related to computer science emphasizing clear, concise expression of technical information. Students explore several types of CS writing, including users’ guides, help pages, tutorials, mainstream articles, and technical papers; read and analyze example pieces; write, edit, and revise their own and critique other students’ work.

477. DESIGN PATTERNS 3 cr. Prerequisite: CS 320. Object-oriented design skills and techniques. All 23 of the “canonical” design patterns catalogued by Gamma et al., including the creational, structural and behavior classes of patterns. Variations of these patterns, how and where to apply the patterns, and using the patterns together to build larger, more maintainable programs.

478. FORMAL LANGUAGES (MT 478) 3 cr. Prerequisite: MT 341 or 379. Finite and push-down automata and Turing machines. Regular languages, context-free grammars, recursive and recursively enumerable languages. Other topics chosen from Church’s thesis, Gödel numbering, decidability, and recursive functions.

480. SPECIAL TOPICS cr. TBA Reading, reports on, and investigation of selected material and topics.
Cooperative Education (CE)

Students may apply a maximum of four CE credits toward graduation requirements and, unless otherwise specified, no more than eight credits from any combination of AR, CE, FA, or PE (120-174) courses. Credit from CE courses may not be used to satisfy Core or major requirements.

101. INTRODUCTION TO THE WORLD OF WORK 1 cr. The role of a college education in career preparation. Examination of self in relation to the world of work in terms of values, skills, and interests. Exploration of occupational paths for all majors, examination of employer-employee expectations, introduction to job search strategies, preparation of resumes, development of interviewing skills, introduction to the benefits of career experience opportunities. Not available to students with credit in CE 121.

102. COOPERATIVE WORK EXPERIENCE 1 cr. Prerequisite: approval of student’s major department chair and career advisor. Practical work experience in a job related to the student’s academic and career goals. Credit not awarded retroactively. Qualifying work experiences may be paid or unpaid.

103. COOPERATIVE WORK EXPERIENCE 1 cr. Prerequisite: CE 102 and approval of student’s major department chair and career advisor. Work experience with increased responsibility for previous or new employer. Credit not awarded retroactively. Qualifying work experiences may be paid or unpaid.

104. COOPERATIVE WORK EXPERIENCE 1 cr. Prerequisite: CE 102, 103 and approval of student’s major department chair and career advisor. Work experience with increased responsibility for previous or new employer. Credit not awarded retroactively. Qualifying work experiences may be paid or unpaid.

121. ENVIRONMENT OF ACCOUNTING 1 cr. Prerequisite: sophomore or junior standing and intention to major in accountancy. Introduction to opportunities available in the accounting profession and the requirements of the accountancy major. Preparation for junior-year internship. Not available to students with credit in CE 101.
Economics (EC)

Professors: F. J. Navratil, J. C. Soper, T. J. Zlatoper (Interim Dean), D. C. Schirm (Chair), L. Brooks; Associate Professors: L. R. Cima, L. N. Calkins, W. O. Simmons; Assistant Professors: A. M. Welki, S. K. Kahai, I. A. Mirzaie

The primary goal of the economics faculty is to provide its students, the university, and the community with an understanding of economic theory and practice, through quality teaching and advising, significant research, and appropriate community involvement.

The general goals of the economics program are to develop the following qualities in our students:

- Proficiency in the use of the language of economics in both written and oral form based on knowledge and understanding of economic theory and practice.
- Cultivation of critical thinking skills and development of a logical, ordered approach to problem solving.
- Ability to apply the scientific method to problems in social science research.
- Preparation of students for graduate study in economics, and for transition into the workforce.
- Understanding of the historical significance of economics and its continuing contribution to social outcomes.
- Ability to evaluate positive and normative economics within the context of their moral and spiritual principles.

Economics is the study of scarcity, of choice, and of efficiency. As British economist Alfred Marshall wrote, “Economics is a study of mankind in the ordinary business of life.” As such it draws on history, philosophy, and mathematics to address such diverse topics as product and resource pricing, inflation, unemployment, interest-rate determination, environmental issues, and federal government expenditure and taxation policies. In addition, the theories and models of economics have been applied to non-traditional areas, including marriage, child-rearing, criminal behavior, discrimination, and ethics.

Major and Minor

Economics is considered one of the most flexible of all the potential fields of undergraduate study for two reasons. First, students can choose to major in economics either through the College of Arts and Sciences (bachelor of arts), or through the Boler School of Business (bachelor of science). Second, a major in economics
provides a comprehensive base for a variety of academic and professional fields. It is an ideal preparation for careers in business or for many graduate programs. Economics majors find employment in banking and other financial institutions, sales, consulting firms, government service, and teaching. In addition, many graduate programs—most notably law, business administration, and economics—regard the study of economics to be particularly beneficial because of its logical, ordered approach to problem solving. Furthermore, the study of economics—the only social science honored by its own Nobel Prize—is intellectually challenging and rewarding. Economists use the scientific method to develop and test hypotheses and with their findings address vital current issues.

Students who choose to major in economics may apply to the department after completing EC 201-202. Acceptance as a major requires a 2.0 cumulative grade-point average and a 2.0 grade-point average in previous course work in economics.
Interdisciplinary Concentrations

1. International Economics/Modern Languages — offered in conjunction with the Department of Classical and Modern Languages and Cultures.

2. International Business — offered in conjunction with the other academic disciplines of the Boler School of Business and the Department of Classical and Modern Languages and Cultures.

3. International Studies — offered in conjunction with the Center for Global Education.

4. Mathematics and Economics — offered in conjunction with the Department of Mathematics and Computer Science and strongly recommended for those who plan to do graduate work.

5. Public Administration and Policy Studies — offered in conjunction with the Department of Political Science.

Students interested in one of these concentrations should see the section in this Bulletin on interdisciplinary concentrations (pages 81-88) or, for any of them, the chair of one of the departments involved.

101. INTRODUCTION TO ECONOMIC PROBLEMS AND POLICIES 3 cr. No prerequisite. Survey of selected current socio-economic issues and problems: market structure, costs and competition, international trade, environmental concerns, economic growth, financial panics, inflation, and unemployment. Use of fundamental economic concepts and basic tools of economic analysis. This course cannot be used as part of an economics major, the business core for business majors, or the business minor.

201-202. PRINCIPLES OF ECONOMICS I, II 3 cr. each Economic principles and problems. 201: the nature of economics and its method, the economic problem, demand and supply analysis, costs of production, market structures, product and resource pricing, and international trade. 202: economic goals, facts of the American economy, national income accounting, international finance, theories of income determination, economic growth and instability, money and banking, monetary and fiscal policy, the public debt, and selected economic problems. Algebra is used throughout both courses.

205-206. BUSINESS AND ECONOMIC STATISTICS I, II 3 cr. each Prerequisites: BI 106 and MT 133-134, 135; or consent of chair. 205: elements of statistical analysis, descriptive statistics, probability distributions, sampling, sampling distributions, statistical inference, and hypothesis testing. 206: chi-square analysis, analysis of variance, correlation, bivariate and multivariate regression analysis, time series, and index numbers. Some student assignments will utilize the computer.

299. SPECIAL TOPICS 1-3 cr. Specialized focus in selected areas of economics.

301. MICROECONOMICS 3 cr. Prerequisites: EC 201-202, MT 133-134 or 135 or consent of chair. Detailed analysis of the behavior of consuming and producing units, determination of
prices and outputs through the market, resource allocation and distribution. Problems of decision making and planning.

302. MACROECONOMICS 3 cr. Prerequisites: EC 201-202, MT 133-134 or 135 or consent of chair. Theories of the determination of the level of national economic activity: output, income, employment, and its relationship to economic growth, stability and the price level. Particular emphasis on the components of aggregate demand and aggregate supply.

304. HISTORY OF ECONOMIC THOUGHT 3 cr. Prerequisite: EC 201-202. Survey of economic thought covering leading economists from the mercantilist period to mid-20th century; emphasis on continuities and discontinuities in the stream of thought and links to contemporary theory; methodological, theoretical, and policy controversies.

311. MONEY AND BANKING 3 cr. Prerequisites: EC 201-202. Money and credit; historical and institutional development of the United States financial system; monetary theory; and policies of financial regulators.


315. ENVIRONMENTAL ECONOMICS 3 cr. Prerequisites: EC 201-202. Designed to acquaint students with analytical tools of environmental economics, including cost-benefit analysis, user charges, rationing of scarce resources, investment allocation criteria, and public expenditure criteria.

321. LABOR AND HUMAN RESOURCE DEVELOPMENT 3 cr. Prerequisites: EC 201-202. Examines the organization, functioning, and outcomes of labor markets; the decisions of prospective and present labor market participants; and public policies which relate to the employment and payment of labor resources. Typical topics include: determination of wages, prices, profits; individual human capital acquisition and labor supply decisions; labor unions and collective bargaining; labor law and public policy; contemporary issues such as discrimination, immigration, and health.


342. INTERNATIONAL ECONOMICS 3 cr. Prerequisites: EC 201-202. International trade theory, commercial policy, and economic interdependence. Exchange rates and the foreign exchange market, the balance of payments, parity conditions, and the international monetary system.

343. ECONOMIC DEVELOPMENT 3 cr. Prerequisites: EC 201-202. Theoretical and policy issues in economic growth and development with emphasis on specific country policies and experience; alternative development paths; problems of development planning; policies for achieving growth and development in emerging countries; and conditions necessary for continued growth in advanced countries.

Economics

Development of transportation, commerce, labor, agriculture, industry, money and banking; economic and political issues and the increasing role of government in the economy.

352. COMPARATIVE ECONOMIC SYSTEMS 3 cr. Prerequisites: EC 201-202. Examines the major economic systems of the world, in both theory and practice. Focuses on a general understanding of how economic systems work and how economic theory interacts with government policy, history, and culture to explain economic performance in capitalist regulated markets, socialist regulated markets, socialist centrally planned economies, transitional economies, and other emerging economic systems.

361. URBAN AND REGIONAL ECONOMICS 3 cr. Prerequisites: EC 201-202. Application of the analytical techniques of economic theory to particular urban and regional problems. Economic rationale of cities, urban and regional growth and development, classical location theory, analysis of urban markets, and policy approaches to both urban and regional problems.

405. SEMINAR IN ECONOMICS 3 cr. Prerequisites: EC 201-202, and/or as announced. Contemporary issues in economics not covered in depth in other departmental courses. Specific topic, method of presentation, and student requirement designated by the seminar leader. Examples might include, but are not limited to: the portfolio approach to exchange rates and the balance of payments; alternatives to standard international trade models; causes and consequences of income and wealth inequalities.

409. MATHEMATICAL ECONOMICS 3 cr. Prerequisites: EC 201-202; MT 133-134 or 135 or consent of chair. Economic theory from a mathematical perspective. Partial and general equilibrium input-output analysis, macroeconomic models, and the optimizing behavior of firms and individuals using matrix algebra and calculus.

410. ECONOMETRICS 3 cr. Prerequisites: EC 201-202; 205-206 or consent of the chair. Recommended: EC 301 and/or 302 and 409. Building econometric models, understanding different econometric methods, estimating models using computer packages.

451. ECONOMICS FOR MANAGERS 3 cr. Prerequisites: EC 201-202 and 205-206, or consent of chair. Application of price theory, the theory of the firm, optimization techniques, statistical estimation and decision theory to selected practical problems faced by the manager. Topics include demand analysis and estimation, cost and production analysis, pricing problems, investment and capital budgeting, and government regulation of business.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: economics major; upper-division status; 3.0 average in economics; consent of chair and instructor. Research project supervised by a member of the department willing to act as advisor. The student selects an aspect of economics, establishes goals, and develops a plan of study. Plan must be approved by chair and filed with dean’s office. Consult chair for the departmental guidelines established for such study.

499. SPECIAL TOPICS IN ECONOMICS 3 cr. Prerequisites: economics major; senior standing or consent of chair. Integrative senior seminar for all economics majors. A faculty-supervised research project is required.
Education and Allied Studies (ED)


The mission of the department is to provide educational leadership for a more just society in schools and community agencies. This mission is grounded in the Jesuit mission of the university and Jesuit history. The meaning and scope of the mission reflect all professional preparation programs housed within this academic unit.

To achieve its mission the department is committed to the following goals:

- To provide professional education in a liberal arts context.
- To uphold traditional values, yet be responsive and sensitive to society’s changing needs.
- To focus on personal as well as professional development of the individual.
- To emphasize teaching that is anchored in a strong research base.
- To instill the Jesuit ideal of an educator in our candidates.

At the undergraduate level, the department is primarily concerned with the professional preparation of teachers. The teacher education program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), approved by the Ohio Department of Education, and designed to fulfill the 1998 State of Ohio Standards for teacher licensure.

The teacher education program prepares candidates for careers in one of four licensure areas: Early Childhood, pre-K to 3rd grade; Middle Childhood, 4th grade to 9th grade; Adolescent and Young Adult, 7th grade to 12th grade; or Multi-Age, PreK to 12th grade. To qualify for the two-year provisional teaching license, the candidate must successfully complete the teacher education program and pass the appropriate Praxis II exams mandated by the State of Ohio. All teacher licensure candidates must submit to fingerprinting and background checks by government investigative agencies.

Note: Licensure programs are subject to change based on recommendations of external accrediting bodies, e.g., Specialized Professional Associations (SPAs), Ohio Department of Education (ODE), and NCATE.
Early Childhood (EC), Middle Childhood (MC), Adolescent/Young Adult (AYA), and Multi-Age (MA) Teaching

Successful completion of degree and licensure requirements entails coursework in three categories: 1. Professional Education; 2. General Education; and 3. Curriculum Content (EC, MC) or Teaching Field (AYA and MA).

The university offers an undergraduate major in education. Students completing this major qualify for Early Childhood (EC) or Middle Childhood (MC) licensure after successful completion of the competency assessments, including student teaching and Praxis II exams.

The Early Childhood program develops expertise in working with children from ages three through eight and pre-kindergarten through grade three.

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<td>A minimum of two-thirds of the credit hours in professional education studies must be earned at John Carroll University.</td>
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<tr>
<td>Early Childhood Education (EC): 58 semester hours</td>
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<tr>
<td>Middle Childhood Education (MC): 40 semester hours</td>
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**GENERAL EDUCATION**

- Early Childhood Education (EC): met by University Core (Core may also fulfill some curriculum content requirements)
- Middle Childhood Education (MC): University Core (Core may also fulfill some curriculum content requirements)

**CURRICULUM CONTENT**

- Early Childhood Education (EC): 21 semester hours
- Middle Childhood Education (MC)
  - Language Arts: 32-38 semester hours
  - Mathematics: 25-26 semester hours
  - Science: 27 semester hours
  - Social Studies: 24 semester hours

The Middle Childhood program develops expertise in teaching students from ages eight through fourteen and grades four through nine. This program prepares middle-child educators in two of four content areas: language arts, math, science, and social studies. The middle-child candidate may also qualify for the Middle
Child Generalist Endorsement through additional coursework and licensure exams. Consult with the middle child coordinator regarding course and test requirements.

The university also offers AYA and Multi-Age teaching licensure preparation in a number of major teaching fields. Students completing the required education coursework and teaching content area coursework qualify for an Adolescent/Young Adult (AYA) or Multi-Age (MA) (Pre-K-12) license upon completion of required competency assessments, including student teaching and Praxis II exams.

The Adolescent and Young Adult candidate prepares to work with adolescents from ages twelve through twenty-one and grades seven through twelve. Candidates may be licensed in at least one of the following teaching fields:

1. Integrated Language Arts  
2. Integrated Social Studies  
3. Integrated Mathematics  
4. Chemistry/Life Science  
5. Life Science  
6. Physical Science: Physics/Chemistry  
7. Physics  
8. Chemistry

The Multi-Age license prepares candidates to teach ages three through twenty-one and pre-kindergarten through grade twelve. Candidates may be licensed in one of the following teaching fields: French, Latin, Spanish, German, or Physical Education.

The director of Initial Licensure Programs in consultation with faculty and administrative staff counsels all undergraduate students interested in education as a major and/or license, and post-baccalaureate students interested in obtaining licensure. Prospective education majors may be assigned an academic advisor in the Department of Education and Allied Studies as their freshman/sophomore academic advisor. Prospective students interested in AYA or Multi-Age licensure continue to be advised by their major departments, though they are expected to maintain close and continuous contact with the AYA and MA education advisor or the director of Initial Licensure Programs. Candidates must work closely with an advisor to complete a licensure program and/or a major in four years of full-time study. Those who declare an education major later in their academic program may expect to spend additional time completing requirements.

I. Professional and Pedagogical Studies

Professional and pedagogical studies provide a planned sequence of courses that develop knowledge about education, for example, its social and historical foundations, and foster understanding and use of the principles of effective teaching practice. The following courses are common to all licensure areas (EC, MC, AYA, and Multi-Age):

ED 100 Introduction to Education ......................... 2 cr.
ED 186 Instructional Technology ............................ 2 cr.
ED 201 Assessment, Learning & Individual Differences ............. 3 cr.
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ED 253 School and Society ...................................... 3 cr.
ED 255 Literacy Across the Curriculum .......................... 3 cr.
ED 350 Multicultural Education in a Pluralistic Society .......... 3 cr.
ED 405 Seminar in Teaching .................................... 3 cr.
ED 444 Student Teaching ................................... 9 cr.

*Specifically required for Early Childhood Education*
ED 225 Observational Assessment of the Young Child .............. 3 cr.
ED 225E Seminar I: Focus on Family Ecology ....................... 3 cr.
ED 325 Learning Across the Early Childhood Years ................. 3 cr.
ED 325E Seminar II: Focus on School Ecology ..................... 3 cr.
ED 331 Integrated Learning in Preschool ........................... 3 cr.
ED 332 Integrated Learning in Early Elementary Years .......... 3 cr.
ED 335 Language Study and Phonics .............................. 3 cr.
ED 415 Educational Procedures for the Exceptional Child ......... 3 cr.
ED 456 Reading Assessment and Intervention ....................... 3 cr.
ED 457 Methods in Reading Education ............................. 3 cr.

*Early childhood education requirements will be modified beginning with candidates admitted Fall 2005.

*Specifically required for Middle Childhood Education*
ED 330 (226) Middle Childhood Education Philosophy and Instruction ... 3 cr.
PS 262 Adolescent Development ................................... 3 cr.
ED 335 Language Study and Phonics .............................. 3 cr.
ED 456 Reading Assessment and Intervention ....................... 3 cr.
ED 457 Methods in Reading Education ............................. 3 cr.

*Note: Freshmen admitted beginning fall 2003 will be required to complete four reading courses (ED 255, 355, 456, 457) to obtain the two-year Provisional License in Early Child or Middle Child.

*Specifically required for Adolescent/Young Adult Education*
PS 262 Adolescent Development ................................... 3 cr.
ED 337 Adolescent Special Education Methods ...................... 3 cr.
ED 427 Adolescent Education Special Topics ....................... 3 cr.

*Specifically required for Multi-Age Education*
PS 261 Child Development .......................................... 3 cr.
ED 337 Adolescent Special Education Methods ...................... 3 cr.
ED 427 Adolescent Education Special Topics ....................... 3 cr.
II. General Education (57 semester hours)

General Education requirements are met by the University Core. Many of the University Core courses may also fulfill program licensure requirements. Early childhood candidates must have a minimum GPA in University Core courses of 2.5 for admission to teacher education and student teaching.

III. Curriculum Content or Teaching Field

Early Childhood Licensure requirements (21 semester hours)

Purpose: To prepare teachers of young children (ages 3-8) for professions in pre-school and school settings, grounded in developmentally appropriate practice, and responsive to individual differences and needs.

MT 171 Foundation of Early Childhood Mathematics ......................... 3 cr.
AR 171 Interdisciplinary Science ........................................... 3 cr.
PE 411 Health & Physical Education in Early Childhood .................... 3 cr.
PL 305 Philosophy of Education ........................................... 3 cr.
PS 261 Child Development .................................................. 3 cr.
SC 101 Introduction to Sociology .......................................... 3 cr.
SC 215 Individual and Society ............................................ 3 cr.

Middle Childhood Licensure requirements (2 curriculum content areas, ranging from 25 to 38 semester hours in each)

Purpose: To prepare middle-school teachers to understand the unique nature of the middle-school environment and to organize the learning environment to respect developmental characteristics of middle-grade students. The middle-child faculty advisor will advise middle-child students as to required education coursework and content-area coursework for the two teaching areas, which include:
- Language Arts (32-38 semester hours from ED 333 and coursework in EN and CO).
- Mathematics (25-26 semester hours from ED 336 and coursework in MT and CS).
- Science (27 semester hours from ED 335 and coursework in BL, CH, and PH).
- Social Studies (24 semester hours from ED 334 and coursework in EC, PO, SC, and HS).

Note: 1) An overall GPA of 2.7 or higher must be maintained in content-area coursework for Middle Child, AYA, and Multi-Age Licensure.

2) Undergraduate candidates who complete less than one-half of content-area coursework at John Carroll will be required to pass PRAXIS II in the content area as a prerequisite for student teaching, Middle Child, AYA, or Multi-Age Licensure.
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3) Post-baccalaureate candidates must pass PRAXIS II in the content area as a prerequisite for student teaching, Middle Child, AYA, or Multi-Age Licensure.

Adolescent and Young Adult Licensure requirements

Purpose: To equip prospective secondary school teachers with the capacities and commitments to promote individual development and civic connection within and across diverse settings.

Students interested in AYA licensure must major in an academic subject area and may need to complete additional courses specific to the content-area license. During the initial semesters, students should plan to complete Core requirements. Where possible they should take courses that simultaneously meet the requirements of the University Core, their major and/or AYA or MA program requirements. These program requirements are subject to change based on the SPAs and Ohio Department of Education requirements.

Integrated Language Arts (56 semester hours)
Integrated Social Studies (48 semester hours)
Chemistry/Physics (58 semester hours)
Life Science (48 semester hours)
Mathematics (36 semester hours)
Physical Science: Physics/Chemistry (58 semester hours)
Physics (54 semester hours)
Chemistry (34-44 semester hours)

Multi-Age Licensure requirements

Purpose: To equip foreign language and physical education teachers with the capacities and commitments to be a professional across all ages, grounded in content knowledge, developmentally appropriate practices, and the ability to attend to individual differences and needs.

Foreign Language: French (45 semester hours if course work begins at 100 level)
Foreign Language: German (45 semester hours if course work begins at 100 level)
Foreign Language: Latin (30 semester hours)
Foreign Language: Spanish (45 semester hours if course work begins at 100 level)
Physical Education (48 semester hours)

Note: 1. An overall GPA of 2.7 or higher must be maintained in content-area coursework.

2. Undergraduate candidates who complete less than one-half of content-area coursework at John Carroll will be required to pass PRAXIS II in the content area as a prerequisite for student teaching.
3. Post-baccalaureate candidates must pass PRAXIS II in the content area as a prerequisite for student teaching.

**Admission to Teacher Education**

Interested students must make application for and be accepted into the teacher education program prior to registration in upper-division education courses. An applicant must have taken, or be enrolled in, ED 100, 186, and 253 before, or at the time of, application for admission. Students may not take any additional coursework beyond ED 100, 186, and 253 unless they are formally admitted to teacher education. Those accepted into the AYA or MA licensure program must also be accepted into a departmental major, e.g., History.

For undergraduates, application is normally made during the semester in which ED 253 is taken, usually in the sophomore year. Application forms are available from the department office. Post-baccalaureate students are evaluated at the time of admission to the Graduate School and need not make a separate application. An interview is required of all students, undergraduate and graduate.

Candidates for teacher education are evaluated by the director of Initial Licensure Programs, in consultation with faculty and administrative staff, on the basis of the following criteria:

1. Faculty evaluation from instructors of ED 100, 186, 253
2. Formal essay
3. Interview to include:
   - assessment of written and oral communication skills
   - discussion of portfolio assignments from ED 100, 186
   - responses to interview questions
4. Signed statement of moral character
5. ACT/SAT scores
6. Academic record for:
   - overall GPA
   - education GPA
   - content area GPA (MC, AYA, MA)
   - Core GPA (EC)
7. Dispositions: Evidence of behavior consistent with the following definition:
   - The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and
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affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

(NCATE 2000 Standards, dated March 31, 2000, p. 34)

Admissions Criteria:

Accepted - Student may begin or continue work toward teacher licensure.

Criteria

1. Favorable faculty recommendations
2. Academic Record:
   2.7 overall GPA
   2.7 education GPA based on ED 100 and 186 (possibly ED 253)
   2.7 content-area GPA (MC, AYA, MA)
   2.5 GPA Core classes, Division I-V Early Childhood candidates only
3. Basic skills proficiency:
   Math: 500 SAT or 20 ACT
   English: 500 SAT or 20 ACT
4. Disposition:
   Evidence of dispositions for teaching as defined by NCATE

Accepted Conditionally - May continue work toward teacher licensure.

Criteria

1. Favorable faculty recommendations
2. Academic Record:
   2.5 - 2.7 overall GPA
   2.0 - 2.7 education GPA based on ED 100 and 186
   2.5 - 2.7 content-area GPA for MC, AYA, MA only
   2.5 GPA Core classes, Division I-V (EC)
3. Basic skills proficiency:
   Same as accepted criteria
4. Dispositions:
   Evidence of dispositions for teaching as defined by NCATE
Note: Conditional acceptance may be given for one semester or one year.

Defer - May not begin or continue work toward teacher licensure.

Appeal Process:
An applicant who is deferred may meet with the director of Initial Licensure Programs to discuss concerns and establish an intervention plan, if possible. Applicants may be reconsidered at a later date, provided all the criteria for full or conditional acceptance are met and the student re-applies.

Reject - Student is not eligible for admission to Teacher Education.

The Department of Education and Allied Studies reserves the right to alter the admissions procedures for individual students in exceptional circumstances.

Due process is available to applicants who wish to appeal their classification. First, applicants should discuss the matter with the advisor. After this discussion, if applicants still wish to appeal, they should do so in writing to the director of Initial Licensure Programs within two weeks of notification of classification. The director will respond within one week. An appeal may be made to the department chair and the Teacher Education Committee for Admission and Retention.

Grade Policy for candidates majoring in education (EC or MC) or being licensed in AYA or MA:

1. A grade of C or higher is required in all education courses. A grade of C- or lower requires that the course be repeated. Applicant should schedule a meeting with the director of Initial Programs.

2. A grade of C- or lower in a course in the teaching field or academic major will be reviewed by the coordinator of Teacher Education and the chair of the major department to determine an appropriate course of action, e.g., repeat the course, substitute a course.

3. A GPA of 2.7 is required throughout the programs for the overall GPA, Education GPA and teaching content area for MC, AYA, MA.

4. A GPA of 2.7 or higher is required in coursework for the teaching content area for MC, AYA, MA.

5. Early Child candidates must receive grades of C or higher in all curriculum-content coursework for licensure, e.g., MT 171, AR 171, MT 160.

6. A GPA of 2.5 in the University Core courses is required for all Early Childhood candidates. Early Childhood candidates who demonstrate difficulty with Core classes may be required to take additional courses to strengthen their content knowledge base.
Program Assessment Points

The licensure process has multiple assessment points for a candidate beginning with:

1. Admission to the university.
2. Application and acceptance into the Teacher Education program.
3. Ongoing evaluation of the candidate’s academic coursework, clinical and field experiences, and evidence of a disposition for the teaching profession.
4. Acceptance into the Pre-Student Teaching semester, and placement in an intensive field-based experience with university supervision in preparation for Student Teaching.
5. Admission to the Professional Semester for Student Teaching.
6. Exit assessment for licensure, PRAXIS II.
7. Entry-year Praxis III.

Professional Year

The professional year is a unique aspect of the professional development of pre-service candidates at John Carroll University. All candidates participate in a full academic year clinical experience in one classroom for Pre-Student Teaching (first semester) and Student Teaching (second semester). Pre-Student Teaching opens the opportunity to reflect, question, and continue with weekly experiences in a classroom which culminates in Student Teaching and the daily opportunity to continually challenge perceptions in light of the present. As a function of the Pre-Student Teaching and Student Teaching semester, the candidates meet on a regular basis in conference with the cooperating teacher and university supervisor to discuss present teaching capacity, provide feedback on areas for improvement, and continue to address the development progression for becoming an educator.

Pre-Student Teaching

The candidate applies two semesters before the projected Student Teaching semester. The candidate is evaluated based on:

1. Coursework
   A. GPAs
      Overall
      Education
      Content areas for MC, AYA, MA
      Division I - V Core courses for EC
   B. All coursework requirements have been completed or will be completed prior to student teaching.
2. Faculty interviews
   - Interview questions
   - Candidate vita
   - Candidate portfolio

3. Faculty course evaluations

   The pre-student teacher is assigned a cooperating teacher(s) in the licensure and content areas. In addition, a university supervisor is assigned to each pre-student teacher. A candidate is recommended by the cooperating teacher(s) and university supervisor to continue into the student teaching semester.

**Student Teaching**

During the pre-student teaching semester, each candidate applies for Student Teaching. Approval is granted by the Council on Teacher Education and requires that the student has:

1. The following minimum GPAs:
   - 2.7 overall
   - 2.7 in Education courses
   - 2.7 in teaching content area(s) (MC, AYA, MA)
   - 2.5 Core (EC)

2. Completed all clinical and field requirements for each course.

3. Completed all course requirements, education and teaching content area(s).

4. Been recommended to continue into student teaching by the cooperating teacher and university supervisor;

5. Demonstrated a teaching style and behaviors that provide evidence of a disposition for the teaching profession.

**Note:** A student is not guaranteed admission to the final professional semester because of acceptance into teacher education and completion of the requisite courses.

The Council on Teacher Education may waive requirements in exceptional cases. In planning programs, candidates and advisors should be aware that student teaching is more demanding than a normal nine (9) hours of coursework and therefore should schedule no more than the required twelve hours of education credit, including student teaching, during the professional semester. Requests for more than twelve (12) hours during student teaching must be submitted in writing to the Council on Teacher Education as part of the application for student teaching.
Note: For undergraduates, ED 100, 186, 253, and formal acceptance into Teacher Education are prerequisites for all additional education courses.

100. INTRODUCTION TO EDUCATION 2 cr. Prerequisite for admission to teacher education. Emphasis on self-evaluation as a teacher. Introduction to critical issues in education, the person as a teacher, criteria for effective teaching, and effective school settings. Includes a field experience component. Lab fee required.

186. INSTRUCTIONAL TECHNOLOGY 2 cr. Prerequisite for admission to teacher education. Principles and techniques of instructional design and use of technology in educational settings. Includes examination of emerging technologies and production of instructional materials. Lab fee required.

201. ASSESSMENT, LEARNING, AND INDIVIDUAL DIFFERENCES 3 cr. Prerequisites: ED 100, 186, 253, and formal admission to teacher education. Principles and procedures of formal and informal assessment of learners for the purposes of planning and practicing instruction, with an emphasis on inquiry. Consideration of student differences (i.e., culture, cognitive differences, and exceptionalities) and how such differences affect assessment, motivation, and learning. Prerequisite to PS 261 or 262 for Education majors.

224. INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 cr. Foundations of Early Childhood education examined from a historical perspective. Focus on the history of early child education, present models of early child practice, and the impact of evidence-based research on developmentally appropriate practice in current educational environments.

225. OBSERVATIONAL ASSESSMENT OF THE YOUNG CHILD 3 cr. Corequisite: ED 225E; prerequisites: ED 100, 186, 253; and formal admission to teacher education and Early Child licensure. Understanding child development, birth through age 8, in the contexts of family, educational environments, culture, and society. Inquiry techniques for observing, recording, and assessing development along dimensions of social, emotional, psychological, and physical development. Examines approaches to learning in connection with intra-and inter-individual patterns of growth. Fieldwork expected involving interactions with children, staff, and parents in inclusive, diverse preschool settings.

225E. SEMINAR I: FOCUS ON FAMILY ECOLOGY 3 cr. Corequisite: ED 225. Integrates learning theory with observational assessments for examination of external and internal factors that influence family dynamics and impact child growth and development. Topics include demographic shifts in family composition; cultural and social differences in parental values, beliefs, and attendant practices; school and community supports for family and children; ethical concerns and professional responsibility in family-school relationships. Includes a field experience component.

253. SCHOOL AND SOCIETY 3 cr. Prerequisite for admission to teacher education. Foundations of education examined through historical, sociological, and philosophical perspectives to provide a comprehensive understanding of American education and related educational issues in a diverse society.

255. LITERACY ACROSS THE CURRICULUM 3 cr. Prerequisites: ED 100, 186, 253, and formal admission to teacher education. Literacy development examined through psychological, socio-cultural, and historical perspectives. Examines reading as an interactive, problem-solving process. Strategies that foster critical thinking, active engagement, and social interaction in
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the teaching of reading and writing across the curriculum. Includes field experience. Field assignments related to licensure and content area.

300. PROFESSIONAL DEVELOPMENT SEMINAR 2 cr. Prerequisite: acceptance into post-baccalaureate licensure program. Designed as an introductory course for post-baccalaureate students working toward teaching licensure. Presents current material relating to theory and practice in Early Child, Middle Child, Adolescent/Young Adult, and Multi-Age environments, and relates these materials to methodological issues germane to the level of teaching for the participants. Includes emphasis on self-evaluation as a teacher.

325. LEARNING ACROSS THE EARLY CHILDHOOD YEARS 3 cr. Corequisite: ED 325E; prerequisites: ED 100, 186, 225, 225E, 253, and formal admission to teacher education and Early Child licensure. Supervised opportunities to integrate theory and practice in inclusive and diverse preschool and school settings. Assessment-based teaching approaches that consider developmental, cultural, linguistic, and social differences and foster active learning, independence, and positive relationships.

325E. SEMINAR II: FOCUS ON SCHOOL ECOLOGY 3 cr. Corequisite: ED 325. The developing child explored through examination of relationships between educational settings: home, preschool, school, and community. Focus on understanding and developing ways to foster positive collaboration between families and schools. Field placement required.

330. MIDDLE CHILDHOOD EDUCATION PHILOSOPHY AND INSTRUCTION (226) 3 cr. Prerequisites: ED 100, 186, 253. Prerequisite or corequisite: PS 262; and formal admission to teacher education and Middle Child licensure. Historical development, goals, philosophy, and mission of middle-grades education. Planning and managing, developmentally and culturally responsive instruction and the use of organizational elements, such as interdisciplinary team, flexible scheduling and grouping. Includes middle-grades field experience.

331. INTEGRATED LEARNING IN PRESCHOOL 3 cr. Prerequisites: ED 325 and 325E; corequisites: ED 332 and acceptance into pre-student teaching. In-depth examination of early-childhood practices and curricula in mathematics, science, language and literacy, health, safety, nutrition, social studies, art, music, drama, and movement. Presents content and instructional methods and materials for integrated approaches to learning in the preschool years, emphasizing the role of play in concept development, problem solving, and skill development. Fieldwork in inclusive diverse settings.

332. INTEGRATED LEARNING IN THE EARLY ELEMENTARY YEARS 3 cr. Prerequisites: ED 325 and 325E; corequisites: ED 331 and acceptance into pre-student teaching. In-depth examination of early-childhood practices and curricula. Presents content, and instructional methods and materials for integrated approaches to learning in grades kindergarten through third. Emphasizes active engagement and positive interactions in concept development, problem solving, and skill development. Fieldwork in inclusive, diverse settings.

333. MIDDLE CHILDHOOD EDUCATION CURRICULUM & SPECIAL METHODS: LANGUAGE ARTS 3 cr. Prerequisites: ED 330 and acceptance into pre-student teaching. Curriculum issues, methods, instructional resources and assessment strategies for middle-grades Language Arts. Student takes two special-method courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. Includes middle-grades field experience.
334. MIDDLE CHILDHOOD EDUCATION CURRICULUM & SPECIAL METHODS: SOCIAL STUDIES 3 cr. Prerequisites: ED 330 and acceptance into pre-student teaching. Curriculum issues, methods, instructional resources and assessment strategies for middle-grades Social Studies. Student takes two special-method courses appropriate to the teaching field, concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. Includes middle-grades field experience.

335. MIDDLE CHILDHOOD EDUCATION CURRICULUM & SPECIAL METHODS: SCIENCE 3 cr. Prerequisites: ED 330 and acceptance into pre-student teaching. Curriculum issues, methods, instructional resources and assessment strategies for middle-grades Science. Student takes two special-method courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. Includes middle-grades field experience.

336. MIDDLE CHILDHOOD EDUCATION CURRICULUM & SPECIAL METHODS: MATH 3 cr. Prerequisites: ED 330 and acceptance into pre-student teaching. Curriculum, methods, instructional resources and assessment strategies for middle-grades Mathematics. Students take two special-method courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. Includes middle-grades field experience.

337. ADOLESCENT EDUCATION SPECIAL METHODS 3 cr. Prerequisites: ED 100, 186, 253, and formal acceptance into teacher education. Prerequisite for ED 427 and admission to Pre-Student Teaching. For Adolescent and Multi-Age licensure program students. General methods and specific content-area methods for planning, implementing and integrating curriculum, evaluating pupil achievement, and teaching to individual differences. Aligned with Ohio Department of Education’s Competency-Based Models, Praxis 2, INTASC, and Learned Society Guidelines. Emphasis given to strategies related to effective teaching and learning in each licensure content area. Additional emphasis placed on nurturing a risk-taking classroom community responsive both to high standards of performance and to students with diverse backgrounds, abilities, and learning styles.

350. MULTICULTURAL EDUCATION IN A PLURALISTIC SOCIETY 3 cr. Cultural, racial, ethnic, socio-economic, gender, and individual differences and their effects on American education and society studied from sociological, historical, and philosophical perspectives. Development of human-relations skills to address diversity issues.

355. LANGUAGE STUDY AND PHONICS 3 cr. Prerequisite or corequisite: ED 255. Examines language development in various stages across the life span. Language development with focus on the grapho-phonemic, syntactic, semantic, and pragmatic systems as they relate to literacy instruction. Examination of relevant issues such as literacy development, metalinguistic awareness, phonemic awareness, and discoveries pattern. Includes field experience.

356. LITERATURE FOR CHILDREN AND ADOLESCENTS 3 cr. Critical analysis of various genres of literature for children and adolescents with attention to multicultural literature and the relevance of literature across all disciplines. Required for students in the Middle Childhood language-arts content area.

357. ADOLESCENT LITERATURE 3 cr. Critical analysis of the genres of adolescent literature with emphasis on major authors. Themes related to intellectual, social, cultural, and political issues, and the role of adolescent literature in the traditional language-arts curriculum. Required for students in the AYA Integrated Language Arts Licensure.
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380. SPECIAL PROJECTS OR FIELDWORK PLACEMENT 1-3 cr. each semester
Departmental approval required. Special fieldwork placements for teacher licensure students.


405B. MIDDLE CHILDHOOD EDUCATION SEMINAR 3 cr. Corequisites: ED 444B and admission to the professional semester. Middle-grade teacher’s role of providing academic, social, career, and personal advisement to young adolescents as well as working collaboratively with colleges, families, resource persons, and community groups. Understanding the role of activity programs and their place in a middle-grade curriculum.


415. EDUCATIONAL PROCEDURES FOR THE EXCEPTIONAL CHILD 3 cr. Formation of skills in curriculum development, grouping, special procedures, planning, educational diagnosis, and other techniques suitable for working with a specified population of exceptional children. Requires work with students and parents in field settings.

427. ADOLESCENT EDUCATION SPECIAL TOPICS 3 cr. Prerequisite: ED 337 and acceptance into pre-student teaching. Practical application of issues to pre-student teaching field setting. Taken by adolescent licensure program students the semester preceding student teaching. Issues of conflict negotiation, social justice, curriculum development, and school reform as they relate to the secondary school setting.

444A. DIRECTED TEACHINGS IN EARLY CHILDHOOD SETTING 9 cr. Corequisites: ED 405A and admission to the professional semester. Develops the special knowledge and competencies required of pre-K to 3rd grade teachers through observation and teaching in early-childhood settings and classrooms under the joint supervision of university and school personnel. Requires a full-time, full-semester placement at an early child setting. Lab fee required.

444B. MIDDLE CHILDHOOD EDUCATION STUDENT TEACHING 9 cr. Corequisites: ED 405B and admission to the professional semester. Full-time student teaching in a middle-grade setting under the supervision of a qualified teacher and a university supervisor. Lab fee required.

444C. ADOLESCENT STUDENT TEACHING 9 cr. Corequisites: ED 405C and admission to the professional semester. A full-day full semester of teaching in an accredited secondary school under the direction of a classroom teacher qualified in the content area and a university supervisor. Supervision includes personnel with advanced training in the relevant content area. Lab fee required.

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444D. MULTI-AGE STUDENT TEACHING 9 cr. Corequisites: ED 405D and admission to the professional semester. A full-day full semester of teaching in an accredited secondary school under the direction of a classroom teacher qualified in the content area and a university supervisor. Supervision includes personnel with advanced training in the relevant content areas. Lab fee required.

456. READING ASSESSMENT AND INTERVENTION 3 cr. Prerequisites: ED 255 and 355. Gaining familiarity with formal and informal tools for assessing literacy development with emphasis on planning, implementing, and evaluating intervention strategies. Includes field experience.

457. METHODS IN READING EDUCATION (455) 3 cr. Prerequisites: ED 255, 355, 456. Practicum experience that includes advanced examination of various reading methods and techniques for instructional planning and development of intervention plans based on assessment and diagnosis of reading abilities. Site-based course. Includes tutoring within a practicum setting.

480. SPECIAL TOPICS 1-6 cr. Departmental approval required. In-depth study of a topic in workshop form or as an individual project under supervision.
English (EN)


The study of English as a major implies the sharing of enriched experience; the mastery of the written English language is both art and skill. English majors receive practical training sharpening reasoning and writing powers while studying works of literature they can enjoy as they and their careers mature. Graduates with English majors and minors can be found in law, business, government, education, research scholarship, and the writing professions. Students majoring in English may choose a track that is writing-intensive or a track emphasizing literary study.

Freshman English composition is required for all bachelor’s degrees. Placement in composition courses is determined by SAT or ACT scores, by high school GPA, and by an essay examination taken during summer orientation. Students with exceptional scores on the SAT test in English achievement or the ACT test may test out of freshman English entirely. Students achieving good scores, but below the level of excellence, may be assigned to EN 114-116. Students earning an A in EN 114 may be exempted from EN 116 by permission of the director of composition and the department chair. Students showing a deficiency in English are assigned to EN 103-112. All others are assigned to EN 111-112. Extensive tutorial services in English composition are available to all students through the Writing Center.

All students are strongly encouraged to continue after freshman year with 200 and 300-level English courses to consolidate their writing skills and develop literary interests. Completion of freshman composition courses is a prerequisite to taking any 200 or 300-level course. Exceptions are possible, however, with the approval of the department chair.

To complete the Division II requirement of one literature course for all bachelor’s degrees, students may choose, in consultation with their advisor and without prerequisite, courses at the 200 level. EN 214 and 277 are prerequisites to some 300 and 400-level courses. Refer to individual course listings for indicated prerequisites or special permissions.
Major and Minor Requirements

Major in English: 39 credit hours (exclusive of any course ordinarily designed for freshman composition). Students may elect to complete one of two tracks: Literature or Writing-Intensive track.

Literature track
1. Two survey courses:
   - EN 214 Major British Writers 3 cr.
   - EN 277 Major American Writers 3 cr. Either or both are prerequisites for 300 and some 400-level courses, as indicated.
2. One course from each period, for a total of six 300-level courses. Choose one course from each division.
   a. EN 311 Medieval Literature: Old English or EN 312 Late Medieval Literature
   b. EN 320 Renaissance: Tudor Literature or EN 321 Renaissance: Stuart Literature
   c. EN 330 Augustan Literature or EN 331 Late 18th-Century Literature
   d. EN 340 Romantic Literature or EN 351 Victorian Literature
   e. EN 360 Modern British Literature or EN 361 Contemporary British Literature
   f. EN 371 19th-Century American Literature or EN 372 20th-Century American Literature
3. Five elective courses. Three electives must be on the 400 level. Students seeking a secondary teaching license may take only two 400-level courses, with the written permission of the department chair. Remaining electives may be taken at the 200, 300 or 400 level. Wherever possible, students should take 300-level courses before taking 400-level courses.
4. A comprehensive exam administered by the English Department.
5. With the written permission of the department chair, students may use as an elective for the English major one course in literature offered by the Department of Classical and Modern Languages and Cultures.

Minor in English: 18 credit hours (exclusive of freshman composition). EN 214 and 277 required. At least two of the total of six courses which make up the English minor must be on the 300 level and at least one on the 400 level.
## English

### Writing-Intensive Track

1. **Two survey courses: 6 credit hours**
   - EN 214 Major British Writers 3 cr.
   - EN 277 Major American Writers 3 cr.
   
   Either or both are prerequisites for 200 and some 400-level courses, as indicated.

2. **Four 300-level courses: 12 credit hours**
   
   Two that are pre-1800 (a., b., c. on the preceding page) and two that are post-1800 (d., e., f. on the preceding page)

3. **Writing Courses: 12 credit hours**
   
   Two courses from the introductory level:
   - EN 300 Advanced Writing
   - EN 301 Introductory Poetry Writing Workshop
   - EN 302 Introductory Fiction Writing Workshop
   - EN 303 Introductory Creative Writing Workshop
   - EN 304 Introductory Creative Non-Fiction Writing Workshop
   
   CO 225, 270, 295, or 310 may be substituted for one introductory writing workshop.

   Two courses from the advanced level:
   - EN 401 Advanced Poetry Workshop
   - EN 402 Advanced Fiction Workshop
   - EN 403 Special Topics in Advanced Writing Workshop
   - EN 404 Advanced Creative Non-fiction Workshop

4. **Language and Literature Study: 3 credit hours.** One course from:
   - EN 485 Contemporary English Grammar
   - EN 488 History of the English Language
   - EN 489 Studies in Rhetoric and Composition
   - EN 490 History of Literary Theory and Criticism
   - EN 495 Critical Practice

5. **One 400-level literature seminar: 3 credit hours**

6. **One elective at any level: 3 credit hours**

7. **A comprehensive exam administered by the English Department.**

### Minor in Creative Writing:

Six required courses, at least four of which must be workshops: 1) one of EN 300, 303, 304; 2) one of EN 301, 302, 303 (303 meets only one of these two requirements; 3) one of EN 401, 402, 403, or 404; 4) one course in twentieth-century literature; 5) one genre course or another writing workshop; 6) one elective writing workshop at the 300 or 400 level.
Teaching Licensure Requirements in English for Adolescent/Young Adults (AYA)

Students should note that the teaching licensure consists of courses in education. In addition to meeting these requirements, students must also meet the requirements of the English major. Students should consult with their advisors early in their program for details.

Students interested in an interdisciplinary major in world literature, offered through the Department of English and the Department of Classical and Modern Languages and Cultures, should consult the chair of either department. The program of courses selected for the major must be approved by the dean.

Course requirements for the master of arts in English are stated in the Graduate School Bulletin.

103. BASIC COMPOSITION 4 cr. Equivalent of EN 111, but with greater attention to individual writing needs.

111-112. COMPOSITION AND RHETORIC I, II 3 cr. each EN 111 or 103 prerequisite to 112. 111: review of principles of grammar and good usage; essentials of critical and expository writing; format and organization of term paper; detailed study of the formal and personal essay; frequent written assignments as well as term paper. 112: further critical and expository writing in response to literature; frequent written assignments as well as a term paper.

114-116. ADVANCED FRESHMAN COMPOSITION 3 cr. Placement in EN 114 depends on SAT or ACT score and quality of writing sample. 114: term paper, expository and critical writing in response to non-fiction prose and literature. 116: expository and critical writing in response primarily to literature, which may include poetry, fiction, drama, creative non-fiction.

199. SPECIAL TOPICS IN ENGLISH LANGUAGE AND COMPOSITION 1-4 cr. Topic, prerequisite (if any), and number of credits announced each time the course is offered. Does not satisfy Core composition requirement.

201. INTRODUCTION TO POETRY 3 cr. Diction, form, and organization as principles of poetic communication and as bases for exercises in interpretation and evaluation.

202. INTRODUCTION TO SHORT FICTION 3 cr. Critical examination of short fiction. Selections from such authors as Hawthorne, Conrad, Chekhov, James, Hemingway, O’Connor, Welty.

203. WORLD DRAMA 3 cr. Chronological survey showing the history, changing patterns, and dramaturgical techniques from classical beginnings to modern times.

204. INTRODUCTION TO THE NOVEL 3 cr. Detailed examination of analytical techniques needed for the critical reading of fiction. Selected readings from American and British authors.

214. MAJOR BRITISH WRITERS 3 cr. Required for all English majors and minors. Critical survey of British authors and literary periods from the Middle Ages to the twentieth century.

222. INTRODUCTION TO SHAKESPEARE 3 cr. Shakespeare’s life and background; readings of representative plays from the comedies, histories, and tragedies.
English

277. MAJOR AMERICAN WRITERS 3 cr. Required of all English majors and minors. Critical survey of American authors and literary periods from the colonial period to the present.

278. INTRODUCTION TO AFRICAN AMERICAN LITERATURE 3 cr. Survey of major African American writers.

281. MASTERPIECES OF WESTERN LITERATURE I 3 cr. Literary masterworks of Western literature from the ancient, Medieval and Renaissance periods.

282. MASTERPIECES OF WESTERN LITERATURE II 3 cr. Literary masterworks of Western literature from the Neoclassical to the present.

283. CANADIAN LITERATURE 3 cr. Major works, authors, and literary traditions of Canadian literature.

284. INTRODUCTION TO WOMEN'S LITERATURE 3 cr. Women's issues in literature; works by women writers; introductory feminist analysis.

285. INDIAN LITERATURE 3 cr. Major works, authors, and literary traditions in classical and modern Indian literature in translation.

286. AFRICAN LITERATURE 3 cr. Major works, authors, and literary traditions of African Anglophone literatures.

287. IRISH LITERATURE 3 cr. Celtic myths and folklore; major works, authors, and literary traditions of Irish literature.

288. JAPANESE LITERATURE IN TRANSLATION 3 cr. Key texts and authors of different historical eras, from ancient Japan to the present. Also explores historical and cultural developments in Japan that influenced literary production. All readings will be in English.

289. INTERNSHIP 1-3 cr. Permission of chair required. Supervised and directed experiential learning in a position relevant to a major sequence of study. Students may petition to have a three-credit internship count as an elective toward completing major requirements.

290. PRINCIPLES OF TUTORING 3 cr. Theories and practices of effective writing tutoring.

299. SPECIAL TOPICS IN LITERATURE 3 cr. Introductory literature courses designed especially to meet Core requirements for Diversity (D), International (R/S), or Writing-intensive (W) courses. Open to non-majors. Topic announced each time course is offered in the semester schedule of classes.

300. ADVANCED WRITING 3 cr. Prerequisites: EN 103, 112, or EN 111,112, or EN 114, 116, or placement out of freshman English as determined during freshman orientation. Fundamentals and practice in the essay and other non-fiction forms; emphasis on writing for specialized audiences.

301. INTRODUCTORY POETRY WRITING WORKSHOP 3 cr. Prerequisites: EN 103, 112, or EN 111,112, or EN 114, 116, or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of writing poetry.

302. INTRODUCTORY FICTION WRITING WORKSHOP 3 cr. Prerequisites: EN 103, 112, or EN 111,112, or EN 114, 116, or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of writing short stories.
303. INTRODUCTORY CREATIVE WRITING WORKSHOP 3 cr. Prerequisites: EN 103, 112, or EN 111,112, or EN 114, 116, or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of creative writing across genres.

304. INTRODUCTORY CREATIVE NON-FICTION WORKSHOP 3 cr. Prerequisites: EN 103, 112, or EN 111,112, or EN 114, 116, or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of writing creative non-fiction.

311. MEDIEVAL LITERATURE: OLD ENGLISH 3 cr. Prerequisite: EN 214. Major authors, themes, genres, and forms of British literature during the Anglo-Saxon period.

312. LATE MEDIEVAL LITERATURE 3 cr. Prerequisite: EN 214. Major authors, themes, genres, and forms of British literature from c. 700 to 1500.

320. RENAISSANCE: TUDOR LITERATURE 3 cr. Prerequisite: EN 214. Major authors, themes, genres, and forms of British literature of the sixteenth century.

321. RENAISSANCE: STUART LITERATURE 3 cr. Prerequisite: EN 214. Major authors, themes, genres, and forms of British literature of the seventeenth century.

330. AUGUSTAN LITERATURE 3 cr. Prerequisite: EN 214. Major authors, themes, genres, and forms of British literature during the first half of the eighteenth century.

331. LATE EIGHTEENTH-CENTURY LITERATURE 3 cr. Prerequisite: EN 214. Major authors, themes, genres, and forms of British literature during the latter half of the eighteenth century.

340. ROMANTIC LITERATURE 3 cr. Prerequisite: EN 214. Major authors, themes, and genres of British Romanticism.

351. VICTORIAN LITERATURE 3 cr. Prerequisite: EN 214. Study of British writers, themes, and genres of British literature from approximately 1830 to 1900.

360. MODERN BRITISH LITERATURE 3 cr. Prerequisite: EN 214. Study of major British writers, themes, and genres of British literature from 1890 to 1950.

361. CONTEMPORARY BRITISH LITERATURE 3 cr. Prerequisite: EN 214. Study of British writers, themes, and genres of British literature from 1950 to the present.

371. NINETEENTH-CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: EN 277. Authors, genres, and works of nineteenth-century American literature.

372. TWENTIETH-CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: EN 277. Authors, genres, and works from twentieth-century American literature.

382. TWENTIETH-CENTURY NOVEL 3 cr. Fiction and literary movements since 1900 by world authors.

383. TWENTIETH-CENTURY DRAMA 3 cr. Modern drama and contemporary theatre since 1900 by world playwrights.

384. TWENTIETH-CENTURY POETRY 3 cr. Modern and contemporary poetry since 1900 by world poets.

399. SPECIAL STUDY IN BRITISH, AMERICAN, OR WORLD LITERATURE 1-3 cr. Topic, prerequisite (if any), and number of credits announced each time the course is offered.
English

401. ADVANCED POETRY WRITING WORKSHOP 3 cr. Prerequisite: EN 301 or 303. Intense, advanced work in crafting poems.

402. ADVANCED FICTION WRITING WORKSHOP 3 cr. Prerequisite: EN 302, 303, or 304. Intense, advanced work in crafting short stories.

403. SPECIAL TOPICS WRITING WORKSHOP 3 cr. Prerequisite: EN 302, 303, or 304. Topic of special writing projects announced in advance.

404. ADVANCED CREATIVE NON-FICTION WORKSHOP 3 cr. Prerequisite: EN 302, 303, or 304. Intense, advanced work in creative non-fiction prose.

410. OLD ENGLISH LANGUAGE 3 cr. Study of Old English language.

411. STUDIES IN MEDIEVAL LITERATURE 3 cr. Prerequisite: EN 214. Selected issues, authors, and genres of literature of the Middle Ages; specific topic announced in advance.

412. MEDIEVAL DRAMA 3 cr. Prerequisite: EN 214. Drama of the Middle Ages.

413. STUDIES IN OLD ENGLISH LITERATURE 3 cr. Prerequisite: EN 214. Selected issues, authors, and genres of Anglo-Saxon literature; specific topic announced in advance.

416. CHAUCER 3 cr. Prerequisite: EN 214. Major writings, with a study of their backgrounds, art, and language. Emphasis on The Canterbury Tales and Troilus and Criseyde.

421. STUDIES IN RENAISSANCE LITERATURE 3 cr. Prerequisite: EN 214. Selected issues, authors, and genres of the Renaissance period; specific topic announced in advance.

422. STUDIES IN SHAKESPEARE 3 cr. Prerequisite: EN 214. Selected studies of Shakespearean drama and/or poetry; specific topic announced in advance.

423. ENGLISH RENAISSANCE DRAMA 3 cr. Prerequisite: EN 214. Theatrical conditions and chief playwrights of the English Renaissance, exclusive of Shakespeare.

425. MILTON 3 cr. Prerequisite: EN 214. Detailed examination of the major and minor works as representative of literary and cultural developments of the Baroque period.

426. SPENSER 3 cr. Prerequisite: EN 214. Major writings of Edmund Spenser; special emphasis on The Faerie Queene.

430. STUDIES IN EIGHTEENTH-CENTURY LITERATURE 3 cr. Prerequisite: EN 214. Specialized study of issues, authors, and genres of literature of eighteenth-century England; specific topic announced in advance.

431. DRAMA OF THE RESTORATION AND EIGHTEENTH CENTURY 3 cr. Prerequisite: EN 214. English drama from Davenant to Sheridan, with emphasis on the stage as a reflector of the period.


441. STUDIES IN ROMANTIC LITERATURE 3 cr. Prerequisite: EN 214. Specialized study of Romantic literature; specific topic announced in advance.
**English**

445. BRITISH WOMEN WRITERS 3 cr. Prerequisite: EN 214. Nineteenth-century British women writers; course may occasionally include selected eighteenth- and twentieth-century women writers.

453. KEATS 3 cr. Prerequisite: EN 214. Examination of the poetry of John Keats.

454. STUDIES IN VICTORIAN LITERATURE 3 cr. Prerequisite: EN 214. Specialized study of Victorian literature; specific topic announced in advance.

458. DICKENS 3 cr. Prerequisite: EN 214. The major novels, with a study of their backgrounds, art, and language.


460. STUDIES IN MODERN BRITISH LITERATURE 3 cr. Prerequisite: EN 214. Specialized study of twentieth-century literature; specific topic announced in advance.

461. STUDIES IN CONTEMPORARY BRITISH LITERATURE 3 cr. Prerequisite: EN 214. Specialized study of contemporary British literature; specific topic announced in advance.

470. STUDIES IN NINETEENTH-CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: EN 277. Specialized study of nineteenth-century American literature; specific topic announced in advance.

471. STUDIES IN TWENTIETH CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: EN 277. Specialized study of twentieth-century American literature; specific topic announced in advance.

472. STUDIES IN AFRICAN AMERICAN LITERATURE 3 cr. Prerequisite: EN 277. Specific topic announced in advance.

473. FAULKNER 3 cr. Prerequisite: EN 277. Major works of William Faulkner.

474. AMERICAN POETRY 3 cr. Prerequisite: EN 277. Major American poets from Whitman to the present.

480. STUDIES IN POSTCOLONIAL LITERATURES 3 cr. Study of literary texts from formerly colonized nations in Africa, Asia, or elsewhere; specific topic announced in advance.

481. STUDIES IN IRISH LITERATURE 3 cr. Specific topic announced in advance.

482. STUDIES IN CONTEMPORARY POETRY 3 cr. Specific topic announced in advance.

483. STUDIES IN CONTEMPORARY THEATRE 3 cr. Specific topic announced in advance.

484. STUDIES IN CONTEMPORARY FICTION 3 cr. Specific topic announced in advance.


488. HISTORY OF THE ENGLISH LANGUAGE 3 cr. Study of the sounds, forms, and syntax of Early, Middle, Early Modern, and Modern English.

490. HISTORY OF LITERARY THEORY AND CRITICISM 3 cr. Elements of literary theory, and a survey of the major theorists from Plato to the present.
English

495. CRITICAL PRACTICE 3 cr. Survey of options available to literary critics of the twentieth century, and practice in the application of criticism to literary texts.

496. FRAMED NARRATIVES: NOVEL AND CINEMA 3 cr. Structural and thematic functions of pictorial and narrative frameworks in film and novel.

497. HOPKINS SEMINAR 3 cr. Prerequisite: permission of the chair. Advanced, special seminar in literature taught by the Visiting Hopkins Professor; specific topic announced in advance.

498. INDEPENDENT STUDY 1-3 cr. Consent of project advisor and department chair. Special projects in literature. Projects must be approved before registration. See chair for forms and guidelines.

499. SPECIAL STUDIES 1-3 cr. Selected topics announced in advance.
Finance (FN)

Professors: F. J. Navratil, L. D. Brooks, D. C. Schirm (Chair); Assistant Professors: S. B. Moore, G. E. Porter

The primary goal of the finance program is to extend the understanding of financial theory and practice among our students, the university, and the broader community. We pursue this goal through quality teaching and advising, significant research, and appropriate community involvement.

The general goal of the department’s undergraduate finance program is to cultivate students’ critical thinking skills and to aid them in developing a logical, ordered approach to solving business problems. Students completing a finance program offered by the department should gain the knowledge and understanding of financial theory and practice so that they can:

- Demonstrate proficiency in the use of the language of finance in both oral and written form.
- Demonstrate the ability to apply financial analysis to a wide range of personal and business problems.
- Consider ethical issues raised in business situations in the context of their moral and spiritual values.
- Make a successful transition into the workforce or further professional education.
- Develop the ability to evaluate personal and business financial decisions within the context of their moral and spiritual principles.

Finance applies economics, accounting, and mathematics to financial decision-making. Corporate finance analyzes how firms should manage and fund their assets. Courses in finance deal with a wide array of companies, including small firms, companies regulated by governmental bodies, and large corporations which engage in complex international operations. Classes in corporate finance teach students to assess

### Major Requirements

**Major in Finance:** A total of 65-71 credit hours as described below.

**Business Core:** 44-47 credit hours, including AC 201-202 and MN 461 or MN 463-464.

**Major Courses:** 24-27 credit hours. AC 310 or 303-304; EC 301, and 302 or 311; FN 316, 342, 440, 441; plus one of the following six courses: FN 405, 418, 439, 442, 444, or 498.
Finance

complex international operations. Classes in corporate finance teach students to assess firm financial decisions as well as their financial health and future. Investment courses prepare students to analyze different mediums of savings and investments. Courses in financial institutions inform students about how such firms manage their assets and liabilities in light of macroeconomic considerations and regulatory restrictions.

Because the discipline of finance is intellectually challenging and rigorous, it not only prepares students for a large number of today’s appealing and rewarding careers in business and industry, but also provides excellent background for graduate programs. Students in the university’s finance program are actively sought by corporate recruiters, who know the students have been well prepared for the world of contemporary finance. Many finance students become financial analysts and managers. Others enter the consulting or legal professions or develop careers in the various occupations related to investment activity or financial institutions. Many John Carroll University graduates in finance have become high-ranking financial officers of prominent and successful companies or have achieved important positions in banks and governmental agencies active in financial matters.

142. PERSONAL FINANCE 2 cr. Prerequisite: None. Cannot be counted as part of the business minor or finance major. Focuses on personal financial decision making, including use of credit, use of insurance products, use of banking and other financial services, and investing for future financial goals.

312. BUSINESS FINANCE 3 cr. Prerequisites: two semesters each of accounting, economics (EC 201-202), and business statistics. Financial problems in organization, operation, expansion, and reconstruction of business concerns, particularly the corporate type.

316. MANAGEMENT OF FINANCIAL INSTITUTIONS 3 cr. Prerequisite: FN 312. Management strategies and operating policies of financial institutions, management effects of regulatory policies, and the theory of financial intermediation. Use of financial markets and instruments in managing financial institution assets and liabilities.

342. INVESTMENTS 3 cr. Prerequisite: FN 312. Principles governing selection and management of investments, from the viewpoints of large and small investors.

405. SEMINAR IN FINANCE 3 cr. Prerequisites: FN 312 and/or as announced. Contemporary issues in finance not covered in depth in other departmental courses. Specific topics, method of presentation, and student requirement will be designated by the seminar leader.

418. REAL ESTATE FINANCE 3 cr. Prerequisite: FN 312. Theory and measurement of return and risk on real-estate loans; valuation theory and discounting cash flows of current income-producing properties. Application of finance theory to investment strategy for real-estate lenders and related government agencies.

439. INTERNATIONAL BUSINESS FINANCE 3 cr. Prerequisite: FN 312. Tools and techniques necessary to understand the financial management of the firm in an international environment. Exchange rate determination, risk analysis, transactions denominated in foreign currency, nontraditional trading practices, and the unique problems faced by multinational firms. Exchange rate risk in foreign securities investments.
FINANCE

440. INTERMEDIATE CORPORATE FINANCE 3 cr. Prerequisite: FN 312. Expands knowledge of corporate finance developed in FN 312. Students make extensive use of spreadsheet modeling and simulation software to address complex financial problems. Topics include capital budgeting, financial planning, working capital management, capital structure, and dividend payout policy.

441. PROBLEMS IN BUSINESS FINANCE 3 cr. Prerequisite: FN 440 and one other FN course. Practice in the analysis of typical problems arising in the financial management of business enterprises. Capstone course in the finance sequence, incorporating examples and case studies.

442. RISK MANAGEMENT AND INSURANCE FUNDAMENTALS 3 cr. Prerequisite: FN 312. Focuses on the management of business risks whose outcomes are subject to some degree of direct control (e.g., fire damage that may be preventable), as compared to risks whose outcomes are a result of changing market forces.

444. MANAGING FINANCIAL RISK WITH DERIVATIVES 3 cr. Prerequisite: FN 312. Introduction to analytical and decision-making processes used to transfer risk with futures and options. Theory and application of pricing, speculating, and hedging techniques in financial markets.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: finance major with 3.0 average in finance; consent of chair and instructor. Research project supervised by a member of the department willing to act as advisor. Student selects an aspect of finance, establishes goals, and develops a plan of study. Plan must be approved by the chair and filed with the dean’s office. Consult the chair for departmental guidelines established for such study.
French Studies (FR)

Professor: H. N. Sanko; Associate Professors: M. N. Richards; M. Pereszlenyi-Pinter

The program in French studies is offered by the Department of Classical and Modern Languages and Cultures. All courses are taught in French, unless otherwise noted. The mission of the French section is to help students acquire knowledge of the languages, literatures, and

Major and Minor Requirements

**Major in French:** 36 credit hours, at least 24 hours at the 300 level or above in French, the two courses numbered 101-102, 201-202, or 301-302, as determined by placement test, or 401-402.

At least one course (3 cr. hrs.) in each of the following areas:

- Literature or culture before the French Revolution (1789).
- Literature or culture after the French Revolution.
- Francophone literature or culture.
- Language skills course beyond FR 201-202.

A comprehensive examination.

Students beginning at 101 must take all their courses in FR, not in cognate areas.

Students beginning at 201 or 301 may use up to 9 hrs. either in French literature or culture in translation (ML), or in cognate areas (for example, French history, French art history, or French philosophy), or 9 hrs. in a combination of ML and cognate areas, with permission of the French Studies coordinator and chair of Classical and Modern Languages and Cultures.

Students beginning at 201 or 301 may also use one comparative ML literature or culture course in a non-French area, with permission of the French Studies coordinator and department chair.

**Minor in French:** 21 hours, beginning at any level.

Courses numbered 301-302 are strongly recommended for all majors and minors. “Bridge courses” (those numbered 300 through 310) are also strongly recommended to improve language skills before taking on more advanced language or literature courses.
cultures of France and Francophone countries. Through beginning, intermediate and advanced language courses, students develop the skills to read, write, speak and understand French. Courses on the literatures and cultures of French-speaking communities in France and in other countries of Europe, Africa, the Caribbean, North and South America, as well as the French possessions in the Indian and Pacific Oceans, instill an appreciation of Francophone cultures in their diversity. Extra-curriculars promote active engagement in cultural and linguistic exchanges. In keeping with the broader liberal arts mission of John Carroll University, the French section seeks to train students in the skills of both critical analysis and written and oral argument, skills that they can use in graduate schools or in their future professional and personal lives. All students are also strongly encouraged to study in a French-speaking country.

101. 101R. 102. BEGINNING FRENCH I-II 3 cr. each A film-based introduction to French language and culture. Development of the four language skills (speaking, listening, reading, and writing) in a cultural context. Film; lecture; individual, pair and group work; computer-assisted instruction. 101 limited to those with no previous instruction in French. 101R designed for those with previous but limited instruction; 101 or 101R or equivalent prerequisite for 102.

201-202. INTERMEDIATE FRENCH I, II 3 cr. each Review of Beginning French. Study of authentic materials dealing with French and Francophone cultures. Builds on all four skills (speaking, listening, reading, and writing), including vocabulary expansion, improved pronunciation, reading strategies, short compositions and other writing assignments. Classroom, multi-media, computer-assisted instruction. FR 201 or equivalent prerequisite for FR 202.

301. FRENCH CONVERSATION THROUGH FILM AND MEDIA 3 cr. Development of speaking and listening skills through active participation by students. Discussions and activities based on film and other forms of media and contemporary issues.

302. FRENCH COMPOSITION 3 cr. Development of both formal and informal writing skills. Study of selected works by contemporary French and Francophone authors for principles of clear and effective writing. Classroom, multi-media, computer-assisted instruction.

303. SELECTED FRENCH SHORT FICTION 3 cr. Continued emphasis on the four language skills for communication through readings of short pieces of popular and classical French fiction, such as short stories, fairy tales, fables, and legends.

304. THE QUEST FOR BEAUTY THROUGH FRENCH LITERATURE AND THE ARTS 3 cr. Study of French literature through visual and other arts (painting, the salon, sculpture, and music, including the ballet); representative sampling of works from various literary periods.

305. FRENCH PHONOLOGY 3 cr. Systematic analysis and practice of the sounds of spoken French.

306. FRENCH FOR BUSINESS I 3 cr. Introduction to the world of business and technology in France and Francophone countries. Study of socio-economic issues affecting business; everyday commercial activities such as job interviews, on-the-job routines, banking. Emphasis on terminology of commercial French. Continued development of language skills appropriate to the course topic and level of students. No previous study of business is expected.

307. THE MEDIA AND POPULAR CULTURE IN FRANCE 3 cr. Representative sampling and comparative analysis of television, radio, and the press, and also as reflected in popular culture.
French Studies

310. FRENCH FILM 3 cr. Emphasis on selected films either as genre or as expression of culture, civilization, language, or a combination of these, depending on the instructor’s field of specialization and student interest. Films, instruction, and discussion in French.

311. FRENCH CIVILIZATION 3 cr. Examination through texts, films and other media of major historical, intellectual, and artistic influences that have shaped the evolution of French civilization. Identification of values and myths that have contributed to the formation of modern France and continue to influence contemporary French culture.

313. FRANCE TODAY 3 cr. Designed to promote an understanding of French culture and society together with the development of oral and written expression. Cultural topics include the historical influence on contemporary culture; French patterns of daily behavior; artistic expression; and societal, religious, and political institutions. Topics serve as the basis for in-class discussion and composition assignments.


315. EXPLICATION DE TEXTES 3 cr. Introduction to French literature and culture through the analysis of the principal literary forms: the narrative, poetry, drama, and the essay. Texts chosen from various periods of French and Francophone literature. Suggested prerequisite for all other French literature courses; may be taken simultaneously with other French courses at the 300 level or above.

320. WOMEN IN FRENCH LITERATURE AND CULTURE 3 cr. Female authors and representations of women in French literature and culture. Choice of readings and topics may vary depending upon instructor and class interest.

325, 326. READINGS IN FRENCH LITERATURE 3 cr. each Prerequisite: FR 315 or equivalent or permission of instructor. 325: Middle Ages through the French Revolution; 326: 19th century to present day.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

401. ADVANCED SPOKEN FRENCH 3 cr. For students already fluent in French.

402. ADVANCED GRAMMAR, SYNTAX, AND COMPOSITION 3 cr. Theory and practice of correct grammatical usage based on everyday as well as literary language; guided and creative exercises in advanced composition.

406. FRENCH FOR BUSINESS FOR ADVANCED STUDENTS 3 cr. Study of the terminology and practices of commercial French. Students have the option to take the examination for the “Diplôme” offered by the Chambre de Commerce et d’Industrie de Paris. No previous study of business expected. FR 306 not a prerequisite.

407. FRENCH TRANSLATION 3 cr. Methods and mechanics of translation; selection of proper tools; comparison and evaluation of translated texts.

445. BAROQUE AND CLASSICAL PERIODS 3 cr. Development of French literature in a cultural context from the early 1600s through the end of the reign of the Sun King Louis XIV (1715) and the glory of Versailles.

462. FRENCH AND/OR FRANCOPHONE NOVEL 3 cr. Readings of selected novels either as genre or as an expression of culture, civilization, or language, or a combination of these, depending on instructor’s field of specialization and student interest.

465. FRENCH FICTION AND FILM 3 cr. Discussion of literary texts and their film versions. Special attention to the changes in narration, structure, and development of the subject.

475. VISIONS OF FRANCE AND FRANCOPHONE COUNTRIES THROUGH DRAMA 3 cr. Innovative dramatic works from the beginnings through the present day.

480. EIGHTEENTH-CENTURY STUDIES AND THE ENLIGHTENMENT 3 cr. Readings from selected authors and Diderot’s Encyclopedia.

482. TEXTS AND CONTEXTS OF NINETEENTH-CENTURY FRANCE 3 cr. Major cultural and literary trends; representative works of Romanticism, Realism, Naturalism, Symbolism, and the “Parnasse.”

486. TEXTS AND CONTEXTS OF TWENTIETH AND TWENTY-FIRST-CENTURY FRANCE 3 cr. Major cultural and literary trends from about 1900 to the present day; emphasis on ways in which these tendencies shape contemporary postmodern literature.

498. ADVANCED SUPERVISED STUDY 3 cr. Supervised independent study on special topics. For advanced students, by permission of instructor.

499. SPECIAL TOPICS 1-3 cr. Occasional course on a selected topic announced in advance.
German Studies (GR)

Assistant Professor: K. J. Karolle

The German Studies program at John Carroll prepares students for a number of career paths in education, translation, and international business and lays the foundations for graduate study in German. The goals of the program are to develop students’ proficiency in speaking, writing, listening, and reading; to hone critical analytical skills; and to foster a thorough understanding of modern German culture. The German Studies major is an interdisciplinary program, which encourages students to make relevant connections between developments in German literature and culture and trends in history, philosophy, and politics.

Major and Minor Requirements

Major in German Studies: 36 credit hours, as follows:

Students may count the following language courses toward the German Studies major:

- 201-202 or the equivalent.
- Two courses at the 200 level or above in cognate area (history, political science, philosophy, religious studies). Students interested in graduate study in German are strongly advised to substitute cognate courses with additional GR courses and/or study abroad. Please see the German Studies coordinator for qualifying courses and approval.
- One ML course. ML 308, Teaching Modern Languages, is recommended for education majors.
- Three 1-hour units through GR 333, German Across the Curriculum.

Remaining credits must be earned in GR language, literature and culture courses at the 300 level or higher, including:

- 301-302
- GR 498, Senior Thesis, a capstone course.

Minor in German: 21 hours, beginning at any level.
101-101R. BEGINNING GERMAN: THE PERSONAL WORLD 13 cr. each. Introduction to German, with focus on speaking, listening, reading, and writing. Students learn to ask and answer questions and share information about themselves, their families, and their daily activities. 101 open only to students with no previous study of German; 101R designed for those with previous but limited instruction.

102. BASIC GERMAN II: THE GERMAN-SPEAKING WORLD 3 cr. Prerequisite: GR 101 or 101R or equivalent. Expansion of skills acquired in GR 101. Students build on their basic knowledge of everyday German-speaking culture (through topics such as tourism and transportation, health care, and leisure activities), improve their communicative competence, and develop skills needed to negotiate a variety of cultural settings.

201. INTERMEDIATE GERMAN I: CONTEMPORARY GERMAN-SPEAKING CULTURES 3 cr. Prerequisite: GR 102 or equivalent. Grammar review and practice of speaking, writing, reading, and listening, coupled with a survey of the present-day culture of the German-speaking countries, including geography, politics, popular culture, developments in the standard language and dialects, and multiculturalism.

202. INTERMEDIATE GERMAN II: ISSUES IN CONTEMPORARY GERMAN CULTURE 3 cr. Prerequisite: GR 201 or equivalent. Grammar review and practice of speaking, writing, reading, and listening, coupled with an introduction to a theme in contemporary German culture.

301-302. GERMAN COMPOSITION AND CONVERSATION THROUGH POPULAR FORMS I, II 3 cr. each. Introduction to popular culture (film, literature) with a focus on building oral and written proficiency.

306. THE CULTURE OF BUSINESS IN GERMAN-SPEAKING COUNTRIES 3 cr. Introduction to cultural and social aspects of conducting business in Germany (vocabulary, grammar, written and oral forms of communication). Includes Germany’s industry, the social market system, and Germany’s position within the European Union.

310. GERMAN FILM 3 cr. Important filmmakers from 1910 to the present; their relation to German cultural and social history of the period.

313. GERMANY TODAY 3 cr. Examination of cultural developments in German-speaking states since 1945, such as divided and reunified Germany, multiculturalism, the role of Germany in the EU, popular culture.

316. INTRODUCTION TO GERMAN LITERATURE 3 cr. Readings and discussion of 20th-21st-century German-language literary texts such as short stories, plays, and poems; introduction to the analysis of literary texts; emphasis on development of reading, speaking, and writing skills. May be taken concurrently with 301 or 302.

333. GERMAN ACROSS THE CURRICULUM 1 cr. Directed readings and discussion in German in conjunction with a course outside German studies. May be repeated up to three times for credit, providing the disciplinary course is different. Cognate courses qualify for GR 333 pending consent of instructors. Prerequisite: GR 202 or equivalent and consent.

375. GERMAN DRAMA: THEORY AND PRACTICE 3 cr. German dramatic theory, interpretation of contemporary German drama, performance of German-language drama.
German Studies

388. GERMAN-LANGUAGE INTERNSHIP 3 cr. Prerequisites: GR 302 or equivalent and permission of instructor. Supervised and directed experiential learning in a position in a German-speaking country. Requires permission of German section coordinator.

391-392. ADVANCED SUPERVISED STUDY 1-3 cr. each Supervised independent study of German at the advanced level.

399. SPECIAL TOPICS 1-3 cr. Rotating focus on a specific theme, genre, or time period on German literature or culture. Topic announced in advance and may include literature of reunification, German Jewish authors, 20th-Century German poetry, or connections between art and German literature. May be repeated for credit.

498. SENIOR THESIS 3 cr. Individual research project developed and written in consultation with appropriate faculty member. Topics approved in fall of student’s senior year; thesis written in spring of senior year. Permission of instructor and chair required.

499. SEMINAR: SPECIAL TOPICS 3 cr. Rotating focus on a specific theme, genre, or time period in German literature or culture. Topic announced in advance and may include themes such as German Romanticism, German Classicism, war literature. May be repeated for credit.
Greek Studies (GK)

Professor: T. R. Nevin; Assistant Professor: G. Compton-Engle

The program in Ancient Greek is offered by the Department of Classical and Modern Languages and Cultures.

All GK courses are taught in the original language.

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**Major and Minor Requirements**

The major and minor in Greek are described on page 166.

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101. ELEMENTARY GREEK GRAMMAR 3 cr. Concentrated study of the fundamentals of Greek grammar. Limited to students with no previous study of classical Greek.

102. ELEMENTARY GREEK PROSE 3 cr. Prerequisite: GK 101 or equivalent. Passages illustrative of the general rules of Greek etymology and syntax.

104. INTENSIVE GREEK 3-6 cr. Elementary classical and New Testament Greek.

191-192. ELEMENTARY SUPERVISED STUDY 1-3 cr. each. Supervised independent study of Greek at the elementary level.


231. INTERMEDIATE GREEK 3 cr. Prerequisite: one year of college Greek or its equivalent. Review of grammar and syntax with readings from selected authors.

232. GREEK AUTHORS 3 cr. Reading from one selected author, such as Homer, Xenophon, Plato, Lysias. Course may be repeated with a different author.

291-292. INTERMEDIATE SUPERVISED STUDY 1-3 cr. each. Supervised independent study of Greek at the intermediate level.

301. GREEK WRITING 3 cr. Practice in writing idiomatic Greek prose.

320. PLATO (420) 3 cr. Selected works. Projects on Plato’s philosophical theories.

330. GREEK HISTORICAL PROSE (430) 3 cr. Reading from the works of some Greek historian, such as Herodotus, Thucydides, Xenophon. Projects in Greek historiography. May be repeated with a different author.

340. HOMER (440) 3 cr. Selections from the *Iliad* or *Odyssey*. Projects on the Homeric Question, Homer’s influence, the Epic Cycle.

442. GREEK LYRIC 3 cr. Personal and choral poetry from early elegists to the Alexandrians.

450. GREEK DRAMA 3 cr. Reading from the plays of one of the following: Aeschylus, Sophocles, Euripides, Aristophanes, Menander. Projects on the origins of drama, historical background, social and political ideas of the times. May be repeated with a different author.
Greek Studies

490. HISTORY OF GREEK LITERATURE 3 cr.  Writings from Homer to the Alexandrine period. Extensive readings in the major authors. Reflection of these works in modern literature.

498. ADVANCED SUPERVISED STUDY 3 cr.  Supervised study on special topics. For advanced students. Course may be repeated with a different subject matter.
History (HS)

Professors: M. J. Morton, F. F. Travis, D. W. Robson, L. Eisenmann (Dean);
Associate Professors: W. F. Ryan, J. H. Krukones (Associate Academic Vice President),
R. W. Purdy, R. J. Kolesar, M. P. Berg, D. P. Kilbride, A. Kugler (Chair), P. V. Murphy;
Assistant Professor: M. Marsilli

History explores the totality of human experience using methodologies drawn from
the humanities and the social sciences. The historian uses original sources and the
writings of other scholars to offer complex explanations for significant social, cultural,
economic, and political developments. History helps students understand long-term
transformations and appreciate the contexts of time and place. Students gain a deeper
appreciation of their own and other cultures, preparing them to contribute meaningfully
to the contemporary world and to understand problems rooted in cultural
misunderstandings and political and economic inequities.

Major and Minor Requirements

Major in History: 39 credit hours, at least 18 of which must be at the 300
and 400 level. At least 20 hours must be taken in residence. One 100-level
course, HS 261, and HS 490 or 491 are required. At least two courses in
each of the following areas must be taken: American; European; and Asian,
African, or Latin American. In addition, students must include in their
program two courses that concentrate on a period before 1800, and two that
concentrate on post-1800 history. Elective courses in the major should be
selected to focus on a region or a theme to be pursued in the Senior
Seminar or Senior Thesis. AR 291 (Justice and Democracy in a Global
Context) also counts toward the major in history.

For students working toward licensure in secondary education, careful and
early planning in consultation with the Department of Education and the
academic advisor is essential. These programs may entail work beyond the
normal four years. For students in the Integrated Social Studies teaching
licensure program, 12 hours at the 300 and 400 level satisfy major
requirements.

Minor in History: 18 hours. Six courses with a minimum of two at the
100 or 200 level and at least three 300-400 level courses. At least one
course in two of the following areas: American; European; and Asian,
African, or Latin American. AR 291 (Justice and Democracy in a Global
Context) also counts towards the minor in history. Selection of the courses
must be approved by the chair or a designated member of the department.
History

Through its Core curriculum course offerings, its major program, and other activities, the History Department fosters the skills, knowledge, and habits of mind that enable students to achieve success at John Carroll and in their later lives and careers. Specific course and program goals for students include:

- Developing academic skills, including analytical reasoning, research techniques, and oral and written communication.
- Integrating historical knowledge with that acquired through other liberal arts disciplines and experiential learning.
- Gaining knowledge of human experience in varied regions and times, and as shaped by social characteristics such as race, gender, religion, nation, and class.
- Providing an opportunity to engage in serious reflection on significant ethical issues and questions of social justice.
- Cultivating within majors a competence in a particular theme, region, or time period sufficient to undertake a significant research and writing project, incorporating original sources and the work of other historians.

Any single course within the program may emphasize one or more of these goals. Students should start with one or more 100-level courses, which introduce students to the study of significant historical topics or themes through the use and interpretation of primary-source materials and historical arguments. Students should then proceed to traditional survey courses at the 200 level or advanced courses at the 300 or 400 level. Majors should take HS 261, History as Art and Science, in the sophomore year, and HS 490, Senior Seminar, or 491, Senior Thesis, in the senior year. Seniors are also required to take an exam on their general level of achievement in the major.

In consultation with their advisor, students majoring in history develop a thematic, regional, or chronologically-based concentration suiting their interests within the framework of a balanced program. Majors are urged to seek experiential learning opportunities that may involve internships through the department at a local historical society or course- or service-related travel components. Pertinent courses from other departments may be included in the major program upon the written approval of the student's major advisor. Foreign language study beyond university core requirements and/or statistics are recommended for students who plan to do graduate work in history.

Students who combine a history major with a second major or a minor or concentration complementing their interests—and with an experiential learning component or internship—put themselves in excellent positions to enter careers in law, business, secondary education, social service professions, non-profit organizations, or graduate study in history. The department participates in the following interdisciplinary concentrations: Africana Studies, Catholic Studies, East Asian Studies, International Studies, Latin American Studies, Modern European Studies, and Perspectives on Sex and Gender (see pages 81-88). Program requirements and course descriptions for the master of arts in history are published in the Graduate School Bulletin.
**Introduction to History Courses**

110. **THE SPANISH ARMADA 3 cr.** Early modern European political and cultural world as seen through the lens of the clash between Spain and England in the later sixteenth century.

114. **REVOLUTIONARY EUROPE 3 cr.** Transformations in European government, economy, society, and culture in the period of the French and Industrial Revolutions.

116. **WORLD WAR I & MODERNITY 3 cr.** Origins of World War I, with particular emphasis on social, political, economic and strategic factors; the experience of modern industrial warfare in the trenches and in civilian society; the impact of technology on perceptions of warfare; radicalization of political sentiments among revolutionaries and supporters of continued conflict; the peace settlement and its legacy.

119. **THE WORLD AND THE WEST 3 cr.** History of the world from roughly 1300 through World War I; the emergence of the modern West to global dominance.

120. **TWENTIETH-CENTURY GLOBAL HISTORY 3 cr.** Introduction to the major themes of twentieth-century history that have shaped our contemporary world.

124. **WOMEN IN REVOLUTION 3 cr.** The active role of women and the consequences for the position of women in three modern revolutions: the Russian, Chinese, and Iranian (Islamic).

131. **AFRICAN AMERICAN HISTORY 3 cr.** Overview of Black experience from West Africa to slavery and finally to freedom in modern America. Focus on leaders, movements, community, and race relations.

150. **WOMEN IN UNITED STATES HISTORY 3 cr.** Role of women in and out of the mainstream of American political, economic, and social history. Women in reform movements, in the labor force, in the home, and the Black woman.

151. **THE ATLANTIC WORLD 3 cr.** Economic, social, and demographic impact of the interactions between Native American, West African, and Western European cultures in the New World from 1450 to 1812. Topics include the slave trade, the cultural development of the British colonies, Indian-European relations, and the exchange of goods, cultures, peoples, and diseases.

152. **THE OLD SOUTH 3 cr.** Development of the slaveholding regions of the United States from the beginning of European contact through the end of the Civil War. Transplantation of European cultures in the New World, the evolution of a biracial society based on slavery, southern distinctiveness, and the origins of the Civil War.

153. **WORKING-CLASS AMERICA 3 cr.** Introduction to American labor history during the nineteenth and twentieth centuries; segmentation of the labor force by race, ethnicity, gender, and region; working-class culture, family, communities; workplace, unionization, role of government in labor relations.

154. **THE WITCHES OF SALEM 3 cr.** Possible causes of the Salem Village Witchcraft outbreak of 1692 through use of primary sources and conflicting secondary accounts; presentation of the episode to modern audiences through literature and film.

155. **SPORTS IN AMERICAN SOCIETY 3 cr.** History of sports in America seen both as product and shaper of the surrounding society and culture. Topics examined include relationships between sports and urbanization, economic development, race, and gender.
History

168. THE BORDER/LA FRONTERA 3 cr. Historical introduction to the U.S.-Mexico border region as both connected to and as distinct from Mexico and the United States; the historical presence and continuing migration of Mexicans into the United States; the border region’s historical, present, and potential impact on American identity and society.

170. INTRODUCTION TO LATIN AMERICAN HISTORY AND CULTURE 3 cr. Surveys the main topics in Latin American history using movies as discussion settings. Topics include Indian groups, women’s roles, military dictatorships, and problems of human rights.

180. INTRODUCTION TO EAST ASIAN HISTORY AND CULTURE 3 cr. Thematic introduction to the cultures of China, Japan, and Korea with an emphasis on their historical development and regional relationships.

195-197. SPECIAL TOPICS 1-3 cr. Topics: 195: American; 196: European; 197: Asian, African or Latin American. Specific title and number of credits announced in the semester course schedule. Directed readings or individual research by permission of chair.

Survey Courses

201, 202. WESTERN CIVILIZATION 3 cr. each. Major ideas, events, and individuals that have shaped European society from its antecedents in ancient times to the contemporary era. 201: earliest times to the sixteenth century; 202: sixteenth century to the present. (Not open to students who have taken HS 103-104.)

208. THE IRISH IN HISTORY (108) 3 cr. Ireland’s pasts and impacts on goals of unity and independence; comparison with other European and non-European colonized peoples seeking national and cultural identity; beliefs on “national character” in fiction and film.

211, 212. HISTORY OF THE UNITED STATES 3 cr. each. Survey of U.S. political, economic, social, and cultural history. Emphasizes diversity of the nation’s people and how subjective categories—particularly race and ethnicity, class, and gender—have influenced historical behavior and historical analysis. 211: through the post-Civil War era; 212: from the post-Civil War era.

230. WORLD WAR II 3 cr. Crises of the 1930s and the course of war from 1939 to 1945. Emphasizes on European and Asian fronts, ethics and extermination policies, front-line behaviors, and American homefront culture through literature and films of the time.

261. HISTORY AS ART AND SCIENCE 3 cr. Exploration of history as a way of knowing and communicating the past; historiography, research, and writing methodology; developing a historical perspective. Designed for prospective majors; does not offer Division II core credit.

271. WORLD GEOGRAPHY 3 cr. Thorough review of place geography; relationships between humans and the physical environment, including climate, soils, resources, and landforms. Analysis of regional areas. Does not offer Division II core credit.

273. COLONIAL LATIN AMERICAN HISTORY 3 cr. Colonial period in Latin America (to 1810). Focus on the impact of the European conquest over the native groups, the effects of conversion to Catholicism, and subsequent changes in gender roles.

274. MODERN LATIN AMERICAN HISTORY 3 cr. Main issues involved in the making of modern Latin America (1810 to present). Identity formation processes, military history, gender problems, and human rights topics.
History

279. PRE-MODERN EAST ASIAN HISTORY 3 cr. China, Japan, and Korea from their prehistoric origins to the mid-nineteenth century. The contribution of their cultural foundations and traditions to modernization and the impact of their historic development on contemporary events.

280. MODERN EAST ASIAN HISTORY 3 cr. Impact of imperialism, revolution, and war from the mid-nineteenth century to the present on East Asian modernization and globalization; focus on China, Japan, and Korea.

295-297. SPECIAL TOPICS 1-3 cr. Topics: 295: American; 296: European; 297: Asian, African, or Latin American. Specific title and number of credits announced in the semester course schedule. Directed readings or individual research by permission of chair.

Advanced Courses

300. HISTORY OF THE ANCIENT NEAR EAST (RL 300) 3 cr. History, culture, and religion of Egypt, Mesopotamia, and Syro-Palestine.

301. ANCIENT GREEK HISTORY (CL 301) 3 cr. From the beginnings to the Roman conquest.

302. ROMAN HISTORY (CL 302) 3 cr. History of Rome through the reign of Constantine.

310. WOMEN IN EUROPE SINCE 1500 3 cr. Examination of the legal, economic, domestic, and ideological status of women in the early modern period and the impact of the Reformation, Enlightenment, French and Industrial Revolutions, and world wars on women, as well as women’s contributions to these events.

321. NINETEENTH-CENTURY EUROPE (421) 3 cr. Political, social, diplomatic, and economic developments in western Europe. Rise of the national state; growth of industry; political democracy.

326. TWENTIETH-CENTURY EUROPE (426) 3 cr. Political, social, and economic developments from approximately 1900 to the collapse of the Eastern Bloc. Emphasis on the impact of the world wars, right and left radical regimes, and European attempts at unity and self-determination.

332. BERLIN: FROM REICH TO REPUBLIC 3 cr. German history and politics from 1918 to the present, employing Berlin as the focal point for significant developments. The interwar republic and the rise of the Nazis; the Third Reich; postwar occupation and Cold War division; political systems and society in East and West Germany; Berlin as capital of a reunified Germany in an increasingly integrated Europe. Culminates in a week-long study tour in Berlin during spring break.

333. HISTORY ON FILM 3 cr. Cinematic recreations of the past and their assessment, especially as compared with written history; documentaries and dramatic features as historical sources that reflect their eras of origin.

336. THE HOLOCAUST 3 cr. Racism and anti-Semitism in modern Europe; Nazi propaganda and legal measures against German Jews in 1930s; transition from discrimination to Europe-wide genocide during Second World War; experiences of victims and perpetrators; postwar Holocaust denial; impact of the Holocaust on memory in Germany and American life since 1945.
History

341. RACE AND SEX IN AMERICAN POPULAR CULTURE 3 cr. How nineteenth and twentieth-century American popular culture has reflected and contributed to the construction of racial identities, particularly in popular culture’s use and treatment of sexual themes.

342. IMMIGRANT AMERICA 3 cr. Immigration and ethnicity in nineteenth and twentieth-century America; emphasis on voluntary migrants. Topics include expectations and adaptations of particular ethnic groups, tensions between group identity and assimilation, and response of native-born Americans to immigrants and immigration.

343. SLAVERY AND ABOLITION 3 cr. Development of African slavery in the Western hemisphere in the early modern period with a focus on the development of a biracial society on the North American mainland. Themes include the African background, the European origins of chattel slavery, the development of racism, labor, resistance, community life, religion, and the abolition movement.

357. U.S. MILITARY HISTORY (157) 3 cr. Overview of the development of the American armed forces and their role in society. The place of war in U.S. history; professionalism of the military; analysis of battlefield experience.

364. MODERN AMERICAN FOREIGN RELATIONS 3 cr. U.S. foreign policy and diplomacy from the late nineteenth century to the present day; America’s emergence as a world power; foreign policy in a nuclear age.

381. JAPANESE HISTORY (281) 3 cr. Development of Japanese culture, society, politics, and economics from prehistory to modern times.

382. CHINESE HISTORY (282) 3 cr. Social, political, economic, and cultural development of China from earliest to modern times.

395-397. SPECIAL TOPICS 1-3 cr. Topics: 395: American; 396: European; 397: Asian, African or Latin American. Specific title and number of credits announced in the semester course schedule. Directed readings or individual research by permission of chair.

406. MEDIEVAL SOCIETY AND INSTITUTIONS 3 cr. Various forces at work in the development of the political, religious, and cultural institutions of the Middle Ages from 500 to 1500.

411. RENAISSANCE EUROPE 3 cr. Political, intellectual, and cultural developments in Renaissance Italy. The movement of Renaissance culture into Northern Europe, emphasizing the continuity and differences with the Italian Renaissance.

412. REFORMATION EUROPE 3 cr. Breakup of the unity of Christendom. Emphasis on the major Protestant Reform movements (Lutheranism, Calvinism, Anglicanism) and the Catholic Reformation.


416. EARLY MODERN ENGLAND 3 cr. Political, social, economic, religious, and cultural development of England from the War of the Roses through the Glorious Revolution.

417. FRENCH REVOLUTION AND NAPOLEON 3 cr. Enlightenment and the Old Regime; Jacobinism; social revolution; impact of the revolution on Europe and the world.


431. **TOPICS IN COLONIAL AMERICAN HISTORY** 3 cr. Social, political, religious, economic, and cultural development of England’s North American colonies from first settlement to mid-eighteenth century.

432. **AMERICAN REVOLUTIONARY ERA** 3 cr. The Revolution as a colonial war for independence and as a struggle for reform within America. Examines achievement of these goals as a new nation created.

433. **TOPICS IN THE EARLY AMERICAN REPUBLIC, 1789-1828** 3 cr. Social, cultural, political, and economic development of the United States from the beginning of constitutional government to the election of Jackson.

436. **ANTEBELLUM U.S.** 3 cr. United States history from 1815 until 1861. Focus on social and cultural issues, including women’s lives, Indian cultures, economic developments, social reform movements, political culture, slavery and the South, and the origins of the Civil War.

437. **EARLY AMERICAN CULTURE** 3 cr. Intellectual and cultural history of the British mainland colonies and the United States, 1600-1865. Topics include religious developments, regionalism, popular culture, and American-European cultural relations.

438. **THE UNITED STATES, 1850-1877** 3 cr. Social and political origins of the Civil War in the Old North and Old South, the secession crisis, military strategy, soldiers’ lives, leadership, the home front, women’s experiences, emancipation, and political and social reconstruction.

440. **POLITICS AND REFORM IN INDUSTRIAL AMERICA, 1877-1945** 3 cr. Social and political changes subsequent to and in response to the development of the U.S. as an industrial and urban nation and as a world military power.

442. **UNITED STATES SINCE 1945** 3 cr. Significant events and trends of the post-World War II period. Origins of the Cold War, McCarthyism, the civil rights and women’s movements, the Vietnam War, and recent developments in foreign and domestic policies.

445. **HISTORY OF CLEVELAND** 3 cr. Cleveland’s development in the context of urban history. Students explore the city’s historical resources to produce significant historical research.

447. **UNITED STATES CONSTITUTIONAL HISTORY** 3 cr. Development of the American constitutional system and interaction with other strands of the nation’s history, including political, social, economic, and religious. Focus on decisions of the Supreme Court.

452. **MODERN JAPANESE HISTORY** 3 cr. Japan’s rise as a world power, from the late Tokugawa Era (nineteenth century) to its postwar comeback. (HS 381 suggested as preparation, but not required.)

453. **MODERN CHINESE HISTORY** 3 cr. Political, cultural, social, and economic changes in China from the arrival of Westerners through the post-Mao era. (HS 382 suggested as preparation, but not required.)

456. **RELATIONS OF THE PACIFIC RIM** 3 cr. International, military, economic, and social relations among the cultures and nations of the Pacific Rim. Focus on the relations, cultures, and nations of the Northern and Western Pacific.
History

464. GENOCIDE AND HUMAN RIGHTS 3 cr. Examines the period from the First World War to the end of the twentieth century. Close study of the evolution of the concept of human rights through classic international writings and case studies in human-rights violations. Focus on social, political, economic, and cultural factors in the perpetration of mass killing and genocide; and on the development of human-rights protection.

473. NAZI GERMANY: ORIGINS, STRUCTURES, CONSEQUENCES 3 cr. Explores turbulent German circumstances resulting from the Revolutions of 1918/19, the rise of the Nazi Party, establishment of the Nazi state, and the politics of race and genocide. Examines ways that postwar historians have approached the rise of National Socialism and the controversy over the singularity of Nazi crimes against humanity.

474. GERMANY SINCE 1945: RECONSTRUCTION TO REUNIFICATION 3 cr. History of East and West Germany from the collapse of Nazism. Occupation, denazification, and reconstruction; integration into rival Cold War alliances. Social and economic security, political stability, and cultural criticism in the West; East Germany as the showcase of the Eastern bloc under state socialism from the 1960s through the 1980s. The “Revolution of 1989,” reunification, its social and economic costs, and the European response; reflections on the Nazi and Stalinist pasts.

476. IN THE NAME OF THE INCAS: FROM IMPERIAL SPLENDOR TO COLONIAL COLLAPSE AND MESSIANIC RETURNS 3 cr. Incas’ imperial splendor and subsequent collapse as a result of the Spanish conquest. The role of the Incas as a utopian model of social organization among the native peoples of the Andean region.

488. RUSSIA IN REVOLUTION, 1900 TO THE PRESENT 3 cr. Russia’s turbulent history since 1900. Fall of tsarism, Bolshevik seizure of power and creation of the Soviet Union, Leninism and Stalinism, Second World War and Cold War, Gorbachev’s reforms, collapse of the USSR, and post-Soviet developments.

489. RUSSIAN-AMERICAN RELATIONS 3 cr. In a global context, the governmental and cultural relationships between the United States and the Russian Empire, the Soviet Union, and Russia and the post-Soviet successor states, from the late eighteenth century to the present.

495-497. SPECIAL TOPICS 1-3 cr. Topics: 495: American; 496: European; 497: Asian, African or Latin American. Specific title and number of credits announced in the semester course schedule. Directed readings or individual research by permission of chair.

498. INTERNSHIP 1-6 cr. Permission of chair required; open to majors only; 2.7 average in major courses required. No more than 3 credits may be applied to the major. Supervised work, typically in museums, archives, public history sites or agencies, relevant to major sequence of study. Journal and reflective paper required in addition to work responsibilities. Internships must be planned in advance with supervising faculty member.
Honors Program (HP)

The Honors Program seeks to cultivate among its participants an unselfish love of learning. That endeavor complements the ideal of a Jesuit education, to develop and understand values, to serve others, and to pursue freedom. The program is intended to benefit students of high ability, encouraging them to expand and amplify their educational experience, to integrate their learning, to seek and respond to intellectual challenge, to think critically and clearly, and to develop early an interest in graduate or professional studies.

The Honors Program offers a flexible program of study, designed for outstanding students, and includes seminars, honors courses, and special programs to encourage students to learn, to serve, and to achieve excellence.

Students can be considered for admission to the Honors Program at almost any time. Entering first-year students who qualify, based on high school records, including class standing, grade-point average, and achievement scores, are invited to apply by the director of the Honors Program. Students who have completed at least one semester at John Carroll and have made the Dean’s List, and transfer students who have an outstanding academic record, can also apply for admission to the program. Contact the director of the Honors Program for details of the admission process.

Once admitted to the program, students are expected to maintain a GPA of 3.5 and to demonstrate a commitment to high academic standards and intellectual growth. Progress towards completion of honors requirements will be subject to periodic review.

Honors students are expected to complete an honors colloquium (HP 101), a junior colloquium (HP 301), and a senior honors seminar (HP 401). Honors seminars are interdisciplinary courses designed to analyze and integrate knowledge among various disciplines. A senior honors project (HP 450), or an appropriate research project in a major, may be substituted for the senior seminar (HP 401). Honors students are also expected to complete at least six additional “H” or “HP” courses, distributed among their Core requirements. Finally, honors students must demonstrate competency in English composition, a foreign language or calculus, and oral communications. See the Honors Program Bulletin for details on all of these requirements.

With the guidance of faculty and academic advisors, honors students are expected to take an active role in planning their academic programs. To facilitate such planning, honors students are permitted wide latitude in their choice of courses and may, upon recommendation of the director of the Honors Program, be exempted from 3-12 hours of selected Core courses by the dean of the College of Arts and Sciences. In addition, honors students are encouraged to create their own majors (e.g., archaeology, history of world religion, Japanese studies, neuroscience, western European political economy). Such self-designed majors must have a coherent focus, be well conceived, and explore areas not within the normal range of majors. They must also be approved by the director of the Honors Program and the dean of the College of Arts and Sciences.
Honors Program

For further details on the requirements and privileges of the Honors Program, please consult the Honors Program Bulletin, which is available from the Honors Office, or visit our website at www.jcu.edu/honors.

“H” COURSES. These courses are special sections of classes taught within departments. Such courses are open to all students who meet course prerequisites, not just honors students. These courses will usually be smaller in size, approach the topic from a slightly different perspective, draw upon more original sources, and provide a unique opportunity to engage in learning with an instructor. The particular courses will be announced in the semester schedule.

101. HONORS COLLOQUIUM 3 cr. Interdisciplinary and team-taught, with instructors from three different disciplines bringing their expertise to bear on a focused topic. Using the First-Year Seminar (FYS) as a foundation, the colloquium continues to develop critical thinking and oral and written communication skills. Seeks significant student participation in both the planning and execution of the course. Course is normally taken in the spring semester of the first year. A required course for all honors students.

290. HONORS SPECIAL TOPIC COURSE 1-3 cr. Cross-listed with a course taught in a particular department. When a departmental course seeks broader audience or approaches a topic in an unusual manner that may be of particular interest to honors students, it may be cross-listed with the Honors Program. Subject announced in the semester schedule.

300. HONORS SPECIAL TOPIC SEMINAR 3 cr. Interdisciplinary seminar that focuses on a particular topic not ordinarily covered by established departmental seminars or courses and which draws upon interrelations among a variety of fields. Subject announced in the semester schedule.

301. JUNIOR HONORS COLLOQUIUM 0 cr. Non-credit, required course, offered in the spring semester. Designed to help junior honors students prepare for their senior year; meets approximately five times during the semester. Focus on senior honors requirements, job search, standardized tests, graduate school applications, post-graduate fellowships, and resumes.

390. HONORS SPECIAL TOPIC COURSE 1-3 cr. Cross-listed with a course taught in a particular department. When a departmental course seeks a broader audience or approaches a topic in an unusual manner that may be of particular interest to honors students, it may be cross-listed with the Honors Program. Subject announced in the semester schedule.

398. HONORS INDEPENDENT RESEARCH 1-3 cr. Independent study project done under the direction of a faculty advisor and approved by the director of the Honors Program. See the director or the website for further details.

399. HONORS DIRECTED READINGS 1-3 cr. Individual readings program directed by a faculty member and approved by the director of the Honors Program. See the director or the website for further details.

401. SENIOR HONORS SEMINAR 3 cr. Seminar that focuses on selected topics and issues. Either team-taught or explicitly interdisciplinary to allow students to see a particular topic addressed by different disciplines. Special emphasis on research, and a “senior paper” (or equivalent) is to be written. Usually offered in the fall semester. This course (or HP 450) is required of all honors students.
450. SENIOR HONORS PROJECT 3 cr. Independent study project under the direction of a faculty advisor. Honors students may choose to do an independent study project in place of HP 401. In every case approval of the advisor, the director of the Honors Program, and the dean of the College of Arts and Sciences is required prior to registration. Forms and procedures are available from the Honors Office and the website.

490. HONORS SPECIAL TOPIC COURSE 1-3 cr. Cross-listed with a course taught in a particular department. When a departmental course seeks a broader audience or approaches a topic in a manner that may be of particular interest to honors students, it may be cross-listed with the Honors Program. Subject announced in the semester schedule.

498. HONORS INDEPENDENT RESEARCH 1-3 cr. Independent study project done under the direction of a faculty advisor and approved by the director of the Honors Program. See the director for further details.
Humanities

Associate Professors: L. A. Koch, L. S. Curtis (Chair);  
Assistant Professors: G. B. Guest, D. Chou

The humanities major is a self-designed major in the liberal arts administered by the Department of Art History and Humanities. Course work is derived from the disciplines of art history, literature, history, religious studies, and/or philosophy. Inquiries may be directed to the coordinator, Dr. Leslie Curtis, Department of Art History and Humanities.

Humanities Major

The humanities major focuses on the artistic, historical, religious, philosophical, and literary aspects of world cultures. This rigorous and flexible major provides a solid undergraduate education in the liberal arts that is self-designed to meet the needs and interests of the individual at any level of experience. The humanities major allows the student to explore specific periods, cultures, themes, or subjects, and to integrate the knowledge of various disciplines in a unique fashion. Areas of focus may include medieval and Renaissance studies, 19th-century studies, 20th-century studies, American studies, Asian studies, French studies, classical studies, studies in art and religion, or other themes designed by the student. Courses are selected with the approval of a major advisor in the Department of Art History and Humanities.

The major is not only excellent preparation for graduate and professional study in a variety of fields, but also a solid foundation for careers in law, medicine, international business, management, journalism, publishing, public radio and television, literature, and criticism. It also has proven especially exciting for those interested in foreign-language studies, as well as for those returning to college to pursue their degree after a successful career.

Humanities Minor

The humanities minor can complement or augment any major field of study, and is especially useful for those interested in the sciences and in business and professional studies. Selection of courses should be made in consultation with the coordinator or a designated advisor in the Department of Art History and Humanities.

For information about graduate work in humanities, contact the Institute of Humanities, or check the Graduate School Bulletin.
Major and Minor Requirements

Major in Humanities: 33 credit hours in addition to the B.A. Core divisional requirements, at least 21 of which must be at the 300 or 400 level. The 33 hours are divided into three academic areas as follows:

12 credit hours in Art History
12 credit hours in Literature (in original language if possible)
9 credit hours in History, Religious Studies, and/or Philosophy.

To insure interaction of the various disciplines named above, at least 18 of the 33 hours will be focused in an area of scholarly interest such as medieval and Renaissance studies, 19th-century studies, 20th-century studies, American studies, Asian studies, French studies, classical studies, studies in art and religion, international studies, or other themes designed by the student. The remaining courses chosen to complete the major depend on the individual student’s interests. The additional hours of free electives beyond the university Core and the humanities major requirements would allow the student to:
1) strengthen the area focus; 2) prepare for graduate study in one of the above fields; 3) pursue a related or different major or minor.

Language: While there is no additional language requirement beyond the Core for the humanities major, a reading knowledge of French, German, or another modern or classical language at the intermediate level is strongly recommended. This knowledge will enable the student to do research in depth and to pursue graduate study.

Minor in Humanities: 18 credit hours in addition to the Core divisional requirements, at least 12 of which must be at the 300 or 400 level. The minor requirements are divided as follows:

6 credit hours in Art History
6 credit hours in History, Religious Studies, and/or Philosophy
6 credit hours in Literature (in original language if possible).

These courses must be related to an area focus such as medieval and Renaissance studies, 19th-century studies, 20th-century studies, American studies, French studies, Asian studies, classical studies, or others designed by the student.
Latin Studies (LT)

Professor: T. R. Nevin; Assistant Professor: G. Compton-Engle

The program in Latin is offered by the Department of Classical and Modern Languages and Cultures. All LT courses are taught in the original language.

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>101</td>
<td>ELEMENTARY LATIN GRAMMAR</td>
<td>3 cr.</td>
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<tr>
<td>102</td>
<td>ELEMENTARY LATIN PROSE (102)</td>
<td>3 cr.</td>
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<tr>
<td>201</td>
<td>INTERMEDIATE LATIN I</td>
<td>3 cr.</td>
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<tr>
<td>202</td>
<td>INTERMEDIATE LATIN II</td>
<td>3 cr.</td>
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<tr>
<td>232</td>
<td>LATIN AUTHORS</td>
<td>3 cr.</td>
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<td>301</td>
<td>LATIN WRITING</td>
<td>3 cr.</td>
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<tr>
<td>320</td>
<td>ROMAN EPISTOLARY WRITING (420)</td>
<td>3 cr.</td>
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<tr>
<td>330</td>
<td>ROMAN HISTORICAL WRITING (430)</td>
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<td>340</td>
<td>ROMAN POETRY</td>
<td>3 cr.</td>
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<td>410</td>
<td>ROMAN SATIRE</td>
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<td>450</td>
<td>ROMAN DRAMA</td>
<td>3 cr.</td>
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<td>490, 491</td>
<td>HISTORY OF ROMAN LITERATURE (490, 491)</td>
<td>3 cr.</td>
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<tr>
<td>498</td>
<td>ADVANCED SUPERVISED STUDY</td>
<td>3 cr.</td>
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Major and Minor Requirements

The major and minor in Latin are described on page 166.
Management (MN)

Professors: J. B. Forbes, D. R. Domm, J. E. Smith (Chair), W. N. Bockanic, C. A. Watts; Associate Professors: M. P. Lynn, M. D. Treleven; Assistant Professors: R. Grenci, B. Hull, E. Tomlinson, N. S. Hartman; Visiting Assistant Professor: T. Conklin; Visiting Instructor: S. M. Finnerty; Executives in Residence: R. M. Ginn, C. A. Clemens

The Department of Management, Marketing, and Logistics is dedicated to educating and serving its students, the university, and the community through quality teaching, significant research, and appropriate community involvement. The objective of the department’s faculty is to develop the management and leadership skills necessary for achieving excellence in one’s chosen profession.

Managers are responsible for the effective and efficient performance of modern organizations. In management, students study theories and techniques applicable to all organized activity – whether in business, government, education, or health care. Emphasizing rational decision making and implementation of those decisions within complex social systems, management has been defined as the “process of achieving desired results through efficient utilization of human and material resources.”

Recent John Carroll management alumni have entered the workplace as management consultants, management/executive trainees, human-resource specialists, production/operations planners and supervisors, bank managers, and salespeople. With many available career options, management offers students the opportunity to tailor course work to specific careers. This flexibility distinguishes a management major from other majors.

As a major, management is especially appropriate for those who plan to become managers of family businesses or aspire to become entrepreneurs, developing new enterprises. It is also an excellent foundation for those who desire to pursue graduate study in business administration, organizational behavior, production/operations management, management information systems, human resources management, industrial relations, or law.

In this increasingly “high tech/high touch” world, managers must be familiar with the latest developments in technology, especially information technology, as well as competent in the management of people. Management majors are expected to be skilled in both areas.

Students may design a major course of study which balances these areas, or they may choose a track in either Human Resource Management, Management of Business Technology, or Entrepreneurship. There is also a cross-functional sequence of courses recommended for those with an interest in Total Quality Management.
Management

Requirements

Major in Management: A total of 68-71 credit hours as described below.

Business Core: 47 credit hours, including MN 461, 463.

Major Courses: 21-24 credit hours (depending on track). MN 395, 425, 495, and at least four or five elective courses at the 300 or 400 level.

For background in human resource management, electives should include MN 370, 373, 376, and one of these: MN 352, 353, 471, or 474. Those who desire certification and wish to prepare for the Personnel Accreditation Institute examinations are counseled to take MN 353.

For background in management of business technology, management electives must include BI 341, 371, and 451. Two additional courses are required. It is strongly recommended that these two additional courses be BI 342 and either BI 383, 406 or 407. Other courses that may be substituted as one of those two additional elective courses (advisor consent required) are LG 328; MK 402; BI 381, 382, and 383; MN 464, and 474. One course may be taken outside of the department if consistent with career objectives and with advisor and chairperson permission.

For background in entrepreneurship, required courses include MN 364, and MN 365 or 366 and two additional courses. Students choose one course from the Technical Area: LG 440; MK 361, 402, 433; BI 341, 382, 451, 406, or 407; MN 412 or 496; and one course from the Behavioral Area: MN 352, 370, 376, 411, 471, or 496. MN 405 may be substituted for a course in one of the technical or behavioral areas as designated when offered. It is strongly recommended that students take MN 496 following MN 499.

For background in the field of Total Quality Management (TQM), electives should include BI 302; MN 474, and MK 495.

For general management, it is recommended that students select one elective that develops their understanding of human resource management (in particular, MN 352 or MN 373), one elective that furthers their understanding of business development (in particular, MN 364 or 365), and one elective that furthers their understanding of operations or systems (BI 382 or 341). As their final elective, students are urged to further broaden their background by taking MN 361, MN 412, or MN 471.
202. BUSINESS COMMUNICATIONS 3 cr. Prerequisite: one year of English composition with a 2.0 average or better. Communication theory, business communication issues, word processing applications; training in research, writing, and oral aspects of business communication. Not open to business minors.

325. ORGANIZATIONAL BEHAVIOR AND MANAGEMENT 3 cr. Prerequisites: PS 101, and MT 122 or EC 205. Introduction to organizational behavior and to the role of the manager. Basic concepts in the behavioral sciences, behavioral principles of management, and the application of this information to organizational life. Typical topics may include contributions of the classic theorists, management functions, motivation, leadership, attitudes, group dynamics, comparative management behavior, and organizational change.

352. HUMAN RESOURCES MANAGEMENT 3 cr. Prerequisite: MN 325. Introduction to the theories and practices of corporate personnel management. Topics include planning, staffing, training and development, reward systems, labor relations, personnel law, and international human-resources management.

353. LABOR RELATIONS 3 cr. Prerequisites: EC 201, and MN 325 or PS 359; or permission of chair. Study of the relationship between the corporation, its labor force, and the government. Topics include labor history, law, and economics; institutional aspects of collective bargaining and contract administration; and theoretical and experiential perspectives on negotiation.

361. GLOBAL MANAGEMENT 3 cr. Prerequisites: AC 202 or 211, EC 201-202; corequisite or prerequisite: MN 325. Aspects of global management, with particular emphasis on the role of the multinational company (MNC), whether headquartered in the United States or in another country. At the macro-level, attention to the cultural, socio-political, and economic forces that influence international business operations. Overview of management functions, policies, and concerns of the individual MNC.

364. ENTREPRENEURSHIP 3 cr. Prerequisites: EC 201-202, AC 201; corequisite: AC 202 or 211; MN 325, or permission of instructor. Study of entrepreneurship and the entrepreneurial process. Seeks to broaden basic understanding obtained in the functional areas as they apply to new venture creation and growth. Specifically, develops an understanding of entrepreneurship, the entrepreneurial process, and the integration of business functions as they apply to new venture creation and growth. Students will develop an understanding of the role of entrepreneurship and new venture creation in economic development, as well as the role and activities of an entrepreneur. Provides an opportunity to evaluate the students’ own entrepreneurial tendencies and future venture creation.

365. FAMILY BUSINESS MANAGEMENT 3 cr. Prerequisites: EC 201-202, AC 201; corequisite: AC 202 or 211; MN 325, or permission of instructor. Explores the challenges and opportunities facing individuals and families involved in business relationships. Topics include family business culture, entrepreneurial influences, key issues and conflicts, career planning, succession and strategic planning, counseling and consulting, professional support relationships and survival skills as a son or daughter in the family business. Parents or other significant family members are invited to audit this course with their son or daughter.

366. NEW VENTURE MANAGEMENT 3 cr. Prerequisites: EC 201-202, AC 201; corequisite: AC 202 or 211; MN 325, or permission of instructor. Focuses on the functional skills and knowledge necessary in the early phases of developing a privately held business. Helps student develop an understanding and awareness of the way the critical areas of law, management,
Management

finance, accounting, and marketing need to be integrated and applied for successful small and medium enterprise management. Emphasizes differences between public and privately held businesses. The student will develop a full business plan in this course.

370. STAFFING 3 cr. Prerequisite: MN 325 or PS 359, or permission of chair. Study of issues and practices related to corporate acquisition of human resources. Topics include human resources planning, job analysis, recruitment, and selection strategies and practices. Emphasis on designing and analyzing practices which maximize utility and government regulation compliance.

373. TRAINING AND MANAGEMENT DEVELOPMENT 3 cr. Prerequisite: MN 325 or PS 359, or permission of chair. Study of the issues and practices related to the development of skills and knowledge needed for job performance and improved productivity. Topics include identification of needs, approaches to learning, evaluation of training, on-site and off-site training techniques, theoretical concepts of management, techniques for managerial skill development, and evaluation.

376. COMPENSATION 3 cr. Prerequisite: MN 325 or PS 359, or permission of chair. Study of issues and practices related to corporate reward practices. Topics include job analysis, job evaluation, and performance appraisal theory and techniques, incentive and fringe benefit systems, and the legal issues related to compensation management.

395. MANAGEMENT SKILLS DEVELOPMENT 3 cr. Co- or prerequisite: MN 325. Skills developed in this experiential course reflect the planning, leadership, and control roles of managers. Among the skills developed are goal setting, delegation, personal productivity and motivation, planning, analysis, information overload reduction, critical thinking, subordinate development, team building, conflict management, managing change, and negotiation.

405. SEMINAR IN MANAGEMENT 3 cr. Prerequisites: MN 325 and BI 326, and/or as announced. Study of contemporary issues in management not covered in depth in other departmental courses. Specific topic, method of presentation, and student requirement will be designated by the seminar leader.

411. APPLIED MANAGEMENT PRACTICES (ENTREPRENEURSHIP) 3 cr. Prerequisites: normally junior or senior standing, completion of MN 325 or equivalent, and a 2.5 GPA. Permission of entrepreneurial internship director required. Combines supervised and directed entrepreneurial experiential learning in a position relevant to a major sequence of study with a seminar. Non-credit option is available by audit. No more than 3 credits may be applied toward completion of the major.

412. APPLIED MANAGEMENT PRACTICES 3 cr. Prerequisites: normally junior or senior standing, completion of MN 325 or equivalent, and a 2.5 GPA. Permission of instructor required. Combines supervised and directed experiential learning in a position relevant to a major sequence of study with a seminar. Non-credit option is available by audit. No more than 3 credits may be applied toward completion of the major.

425. EXECUTIVE DECISION MAKING 3 cr. Prerequisites: AC 201-202 or 201-211; EC 205; MN 325; suggested co- or prerequisite: FN 312. Qualitative and quantitative decision techniques applied to contemporary issues confronting top management. Examination of empirical research and current business literature. Development of analytical skills and exploration of decision-making techniques such as decision trees, simulation, and project scheduling.
461. LEGAL ENVIRONMENT OF BUSINESS 3 cr. Prerequisite: senior standing. Study of the American legal environment within its social, political, economic, and ethical contexts. Topics include legal ethics, antitrust law, administrative law, labor law, product liability, the civil and criminal process, torts, business and the Constitution, sources of law (political and institutional), consumer law, and law in international business.

463. BUSINESS LAW I 3 cr. Prerequisite: senior standing. Nature, purpose, and functions of law; special emphasis on its relation to business. Topics include the legal system, fundamentals of the law of contracts, agency, partnerships, corporations, wills, and investment securities.

464. BUSINESS LAW II 3 cr. Prerequisite: MN 463. Study of law within its social, political, economic, and ethical contexts. Topics include sales, commercial paper, secured transactions, bankruptcy, property, documents of title, employment law, product liability, antitrust law, and ethics.

471. LEADERSHIP AND POWER IN ORGANIZATIONS 3 cr. Prerequisite: MN 325 or PS 359. In-depth study of leadership, power, and influence in organizations. Topics include sources of personal and positional power, leadership traits and skills, dimensions of leadership, transformational leadership, and other contemporary approaches to leadership and power.

474. ORGANIZATIONAL THEORY AND DEVELOPMENT 3 cr. Prerequisite: MN 325 or PS 359. Study of theories and perspectives on organizations as well as approaches to organizational development. Topics include levels and units of analysis, microlevel and macrolevel action plans, the social/environmental context, the institutional and organizational structure, control of organizations, organizational needs identification, organizational change, development techniques, and evaluation.

495. MANAGEMENT PHILOSOPHY 3 cr. Prerequisites: MN 325 and senior standing. Exploration of modern and classical management philosophies. Emphasis on student development of a personal management philosophy based on an in-depth analysis of both classical and contemporary writings in the field of management. Application of management philosophy to organizational change issues.

496. SMALL AND MEDIUM BUSINESS ANALYSIS 3 cr. Prerequisites: FN 312, MK 301, MN 325, and BI 326 or MN 326. Students, as members of a consulting team, visit and analyze a Cleveland business and complete a total field analysis of the business. This provides the student with an opportunity to integrate the content of prior course work into a cohesive body of knowledge. Promotes understanding of both theoretical and applied concepts; in-depth analysis of integrative cases and actual business enterprises. Develops an appreciation of the free enterprise system, and how business interacts with other sub-systems within our economy. Familiarizes students with the importance of teamwork and the reality of trying to develop a cohesive group product from individual inputs.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: 3.0 average in Management, consent of chair and faculty member. Designed for the student who wants to undertake a research project supervised by a faculty member. Student selects an aspect of management, establishes goals, develops a plan of study, and seeks out a full-time faculty member of the department willing to act as advisor. Plan of study must be approved by the chair and filed with the dean’s office. The department has established guidelines for such study. Consult the chair for full details.
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499. STRATEGIC MANAGEMENT 3 cr. Prerequisites: FN 312, MK 301, MN 325, and BI 326, and senior standing. Presentation of strategic management theory and practice. Strategic and operating problems are assessed and competitive solutions recommended. The course requires general management perspective, global business view, knowledge of functional business disciplines, computer-based analysis, and management presentations.
Marketing (MK)

Professors: P. R. Murphy, Jr., J. H. Martin; Associate Professor: S. H. Higgins; Assistant Professors: S. Dutta, Y. H. Pokay; Visiting Instructors: S. M. Finnerty, G. Flagg

The Department of Management, Marketing, and Logistics is dedicated to educating and serving its students, the university, and the business community through quality teaching, significant research, and community involvement. The marketing faculty is committed to the development of each student as a knowledgeable, ethical, and confident graduate, prepared for leadership through excellence in his or her educational experience.

Marketing directs the economy’s flow of ideas, goods, and services from producers to consumers, satisfying needs and wants through exchange processes. Marketing involves planning, implementing, and controlling the conception of goods and services, their pricing, promotion, and distribution as an integrated effort to meet the goals of the enterprise. Marketing is a dynamic field, affected by changes in the business environment and increasingly reliant on technology in all aspects of decision making. Marketing faculty strive to provide a broad-based and comprehensive program with courses that reflect current issues and applications.

Career opportunities in marketing include product/brand management, marketing research, personal selling, sales management, advertising, sales promotion, sales/marketing analysis, customer relationship management, and e-commerce. There are expanding opportunities in service industries and in non-profit organizations. Essential for success in any of these areas are persuasive skills of communication, creative and analytical skills for developing a market plan, confidence with a variety of technology applications, and cultivating the ability to adapt to a changing environment while working to satisfy the needs of consumers.

Requirements

Major in Marketing: A total of 68-71 credit hours as described below.

Business Core: 44-47 credit hours, including MN 461 or 463-464.

Major Courses: 24 credit hours. MK 308 or MN 341, or equivalent course approved by the marketing faculty; MK 302, 402, 495; and four courses chosen from the following: LG 328, 448; MN 463; MK 310, 341, 361, 395, 405, 410, 433, 434, 438, 450, 470, 491, and 498. MK 402 and 495 are to be taken in the senior year. Because the legal aspects of marketing influence many marketing activities, students are encouraged to consider MN 463 as part of their marketing education.
301. MARKETING PRINCIPLES 3 cr. Prerequisites: EC 201-202. Introduction to the field of marketing, including its economic, social, and legal environment. Buyer motivation and behavior in both consumer and industrial markets. Topics include distribution, pricing, promotion, product decisions and strategies, marketing in an international environment, and management of ethical problems.

302. CONSUMER BEHAVIOR 3 cr. Prerequisite: MK 301; prerequisite or corequisite: MN 325. Study of the consumer behavior process, including topics such as information search, perception, memory and learning, attitudes, consumer decision strategies, environmental influences, purchase behavior, and post-purchase product evaluation. Emphasis is on these processes as they influence the marketing process. Offered spring semester only; should be taken by students in their junior year.

308. MARKETING TECHNOLOGY 3 cr. Prerequisites: MK 301; BI 106. Examines the nature of database technology in marketing. Students will learn to build applications for specific marketing situations that include relational database design, interfacing databases, and structuring queries to maximize the information value of marketing databases.

310. CUSTOMER RELATIONSHIP MANAGEMENT 3 cr. Prerequisite: MK 301; prerequisite or corequisite: MK 302. Examines qualitative and quantitative techniques used to assess the nature and strength of customer relationships. Covers the creative and managerial aspects of building customer relationships. Evaluates various tools used to link customer relationship activities to performance metrics for an organization.

341. ADVERTISING 3 cr. Prerequisite: MK 301. Economic and social role of advertising. Place of the advertising department and agency. Selection and use of media and special service groups. Creation of advertising campaigns and strategies. Offered fall semester only.

361. MULTINATIONAL MARKETING 3 cr. Prerequisite: MK 301. Principles and practices in the marketing of goods and services across international borders or in foreign countries. Special emphasis on adaptation of the marketing mix to other cultures, including their legal, social, technological, economic, and financial environment.

395. SOCIAL ISSUES IN MARKETING 3 cr. Prerequisite: MK 301; PL 311 recommended. Examination of major social issues faced by marketing personnel and their customers: consumerism, pollution, discrimination, exhaustion of finite resources, treatment of disadvantaged, nutrition, role of government. Consideration of how these problems are addressed internationally.

402. MARKET ANALYSIS 3 cr. Prerequisites: MK 301; AC 202 or 211; EC 206 or MT 123. Examination of the information necessary to understand the nature of a firm’s performance in its markets. Topics include decision support and market information systems, profitability analysis, forecasting methods, analysis of sales, customers, market potential, competitors, channels, new products, positioning, segmentation and the marketing mix. Statistical analysis is also included. This course should be taken by seniors. Offered fall semester only.

405. SEMINAR IN MARKETING 3 cr. Prerequisite: MK 301 or as announced. Study of contemporary issues in marketing not covered in depth in other departmental courses. Specific topic, method of presentation, and student requirements will be designated by the seminar leader.

410. MARKETING DECISION SUPPORT SYSTEMS 3 cr. Prerequisites: MK 301; MK 308 or BI 341. Study of the applications of information technology to include systems that support
Marketing

decision-makers in the less structured, less specified problem environments of marketing. Students will be exposed to different support systems and learn the applications of different systems. Topics may include estimating consumer decisions, simulations, market response, advertising, selling, value analysis, graphics aids, and databases.

433. PROFESSIONAL SELLING 3 cr. Prerequisite: MK 301. Role of personal selling in the organization’s marketing mix with emphasis on customer problem solving and persuasive communication. Quantitative analysis, including sales and market potentials, sales forecasting, quotas, territory determination, and evaluation.

434. SALES MANAGEMENT 3 cr. Prerequisite: MK 301. Study of the management of a sales force. Topics include sales force design, recruiting, selection, training, motivation, compensation, performance evaluation, sales analysis, and sales forecasting.

438. BUSINESS-TO-BUSINESS MARKETING 3 cr. Prerequisite: MK 301. Characteristics of the industrial market and the unique management problems associated with the marketing of industrial goods and services. Issues relating to product policies, promotional methods, pricing, channels of distribution, and industrial buying behavior characteristics.

441. ADVERTISING SEMINAR 3 cr. Prerequisite: MK 301. Instructor permission required. Students in this course form the JCU Collegiate Chapter of the American Advertising Federation, and participate in the National Student Advertising Competition. Course concludes with a formal presentation at the NSAC District 5 competition against participating chapters from Ohio, West Virginia, and Kentucky.

450. PRODUCT AND INNOVATION MANAGEMENT 3 cr. Prerequisite: MK 301. Covers the product management process especially as it applies to new product introductions. Students will learn about the innovation process, including the dynamics of rapidly changing environments and the marketing activities associated with the development and introduction of new products.

470. INTERNET MARKETING 3 cr. Prerequisite: MK 301. Focuses on understanding the Internet as a source of marketing and as a source of business in consumer and business-to-business markets. Examines strategic challenges and opportunities for supplier management, customer relationship management, marketing communications, and new business development. Compares traditional channels of distribution and the Internet as well as Internet retailing versus brick-and-mortar retailing.

491. MARKETING RESEARCH 3 cr. Prerequisites: MK 301; EC 206 or MT 123. Study of survey, experimental, and field research design and practice. Collection, interpretation, and presentation of data from original and secondary sources. Application of statistical tests and methods for hypothesis testing.

495. MARKETING MANAGEMENT 3 cr. Prerequisites: MK 301, one other marketing course, and senior standing. Management of marketing in business enterprises. Marketing research and planning, product planning, channel policies, promotion, and pricing.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: 3.0 average in marketing, and consent of chair and faculty member. Research project supervised by a member of the department willing to act as advisor. The student selects an aspect of marketing, establishes goals, and develops a plan of study. The plan must be approved by the chair and filed with the dean’s office. Consult the chair for departmental guidelines established for such study.
Mathematics (MT)

Professors: R. J. Kolesar, L. J. Schneider, D. M. Olson, C. R. Spitznagel, P. L. Shick, M. Kirschenbaum, B. K. D’Ambrosia; Associate Professors: D. L. Stenson, F. J. Fuglister, D. A. Norris (Chair), P. B. Chen; Assistant Professors: D. J. Horwath, J. L. Moreno, B. Foreman, M. T. Edwards; Visiting Assistant Professor: J. Howald, P. A. Richardson

Major Programs

The Department of Mathematics and Computer Science offers two major programs in mathematics. The department also offers computer science programs described in the separate section on Computer Science (CS).

The major in mathematics leading to the bachelor of science degree prepares students for graduate study or for immediate employment after completion of the degree. It is designed to give students a broad background in classical mathematics, while remaining flexible enough to allow students to tailor the program to meet the needs of their career objectives. Graduates have entered graduate programs in mathematics, statistics, and operations research at many leading universities, while others have entered into a variety of employment situations – as computer programmers, systems analysts, actuarial trainees, statisticians, and teachers. Other graduates have entered professional schools in law, medicine, and business.

The major in teaching mathematics leading to the bachelor of arts degree combines mathematics and education courses for licensure to teach Adolescent to Young Adult (AYA) mathematics.

Teaching Licensure

The mathematics courses necessary for licensure to teach Adolescent to Young Adult (AYA) mathematics are the same as those required for the bachelor of arts major in teaching mathematics.

For Middle Childhood (MC) licensure, the mathematics curriculum content courses are MT 122, 135, 160, 241, 251, and 6 credit hours chosen from CS 101, 201; MT 118, 120, 136, and 162.

For Early Childhood (EC) licensure, the mathematics curriculum content courses are MT 160, 171 and 171L.

In all cases, the content-area courses for licensure (mathematics and/or computer science) must be completed with a minimum average of 2.7 and a minimum grade of C in each course.
Interdisciplinary Concentration

The department offers a concentration in mathematics to those economics majors completing MT 233, 420, and two mathematics electives numbered above 300. Similarly, B.S. mathematics majors may earn a concentration in economics by successfully completing EC 301, 302, 410, and one other upper-division economics elective. Students seeking this interdisciplinary concentration should consult with the chair of the Department of Mathematics and Computer Science.

Other Programs

The department has a five-year program with Case Western Reserve University whereby a student can earn a B.S. in mathematics at John Carroll in four years and in one additional year earn an M.S. in operations research from Case. Students interested in this program should consult with the chair of the Department of Mathematics and Computer Science at the end of their second year.
Mathematics

The department also offers programs leading to the M.A and M.S. in mathematics. Program requirements and course descriptions are published in the Graduate School Bulletin.

MATHEMATICS (MT)

118. APPLIED MATHEMATICS 3 cr. Applications of mathematics for liberal arts majors. May include matrix algebra, graphs and networks, linear programming, Markov chains, games, voting systems, coding theory.

120. MATHEMATICS AND COMPUTING 3 cr. Mathematical modeling using computer spreadsheets and programs. The course includes computer familiarization, so no prior knowledge is required.

122. ELEMENTARY STATISTICS I 3 cr. Describing data by graphs and measures, sampling distributions, confidence intervals and tests of hypotheses for one and two means and proportions, Chi-square test, correlation and regression. Use of the statistical computer program Minitab.

123. ELEMENTARY STATISTICS II 3 cr. Prerequisite: MT 122. Power analysis, factorial and repeated measures analysis of variance, nonparametric procedures, contingency tables, introduction to multiple regression. Use of the statistical computer program SPSS.

133-134. CALCULUS AND ANALYTIC GEOMETRY IA-IB 3 cr. each. Placement by the Math Department. Sequence covers the same calculus topics as MT 135 with algebra review integrated into the course as needed. The MT 133-134 sequence will count as one course in Division IV of the Core, but neither MT 133 nor MT 134 will count as a Core course individually. Note: MT 133-134 will satisfy the MT 135 or equivalent prerequisites and requirements listed throughout the Bulletin. Academic credit will not be given for both MT 134 and MT 135.

135. CALCULUS AND ANALYTIC GEOMETRY I 4 cr. Prerequisite: placement by Math Department. For all students of calculus. Overview of limits, derivatives and integrals, with primary emphasis on intuitive understanding. Logarithmic and exponential functions, multivariable calculus, and analytic geometry. Science and business applications. (See “Note” under MT 133-134 above.)

136. CALCULUS AND ANALYTIC GEOMETRY II 4 cr. Prerequisite: MT 135 or equivalent. Second course in a three-semester calculus sequence for science and mathematics majors and other interested students. Reinforces and extends the basic concepts of MT 135 through a more rigorous approach. Focus on the theory and application of functions of one real variable, including trigonometric and other transcendental functions.

160. MATHEMATICS AND CREATIVITY 3 cr. Mathematics and the men and women who have contributed to it. Topics in modern mathematics and examples of mathematical creativity, as well as the student’s reaction to and thoughts on selected readings concerning the nature of mathematics and mathematics as a creative art, are emphasized.

162. MATHEMATICS FROM NON-WESTERN CULTURES 3 cr. Introduction to mathematics developed in non-Western and Native American societies and illustrations of modern mathematical ideas within non-Western cultures.
171. FOUNDATIONS OF EARLY CHILDHOOD MATHEMATICS 3 cr. Prerequisite: MT 160. Corequisite: MT 171L. Focus on understanding, from an advanced standpoint, the mathematics taught in elementary school. Curriculum issues, methods, instructional resources, and assessment strategies for grades pre-K through 3 will be addressed.

171L. FOUNDATIONS OF EARLY CHILDHOOD MATHEMATICS LAB 0 cr. Corequisite: MT 171. Math teaching methods lab for students in the pre-K through 3 licensure program.

199. SPECIAL TOPICS IN MATH 1-3 cr. Subject announced in schedule of classes.

228. STATISTICS FOR THE BIOLOGICAL SCIENCES 3 cr. Prerequisite: MT 135 or equivalent. Exploratory data analysis, probability fundamentals, sampling distributions and the central limit theorem, estimation and tests of hypotheses through one-factor analysis of variance, simple linear regression, and contingency tables using SPSS statistical software. Course content in biology context.

233. CALCULUS AND ANALYTIC GEOMETRY III 4 cr. Prerequisite: MT 136. Calculus of vector-valued functions, infinite series, partial differentiation, multiple and line integrals.

241. FOUNDATIONS OF MIDDLE SCHOOL MATHEMATICS 3 cr. Prerequisites: MT 135, 160. For students seeking the license to teach mathematics in grades 4-9. Reasoning and proof in mathematical sets, number systems, functions, and binary operations. Students will learn to communicate mathematics, to make connections among mathematical systems, and to construct valid arguments and proofs.

251. TOPICS FROM MIDDLE SCHOOL MATHEMATICS 3 cr. Prerequisites: MT 135, 160. For students seeking the license to teach mathematics in grades 4-9. Metric geometry, synthetic and transformational geometry with the use of dynamic geometry software; topics from discrete mathematics such as counting techniques, probability, recursive processes, graphs and networks.

330. INTRODUCTION TO ANALYSIS 3 cr. Prerequisite: MT 233. Rigorous mathematical treatment of the fundamental ideas of calculus: sequences, limits, continuity, differentiation, and integration.

341. INTRODUCTION TO ABSTRACT ALGEBRA 3 cr. Prerequisite: MT 136. Sets, equivalence relations, permutations, polynomial rings, and groups, with emphasis on proof techniques.

342. INTRODUCTION TO LINEAR ALGEBRA 3 cr. Prerequisite: MT 136. Algebra of matrices, linear systems, vector spaces, linear transformations, eigenvectors, applications.

372. DISCRETE AND CONTINUOUS MODELING 3 cr. Prerequisite or corequisite: MT 342. Topics include graphical models; discrete dynamical systems; curve fitting; linear programming; simulation; differential equations; Graph Theory.

379. MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE 3 cr. Prerequisites: CS 202; MT 136. Introduction to mathematical concepts relating to computer science, including symbolic logic, proof techniques, probability, and cryptography. Concepts and techniques used in higher-level computer science courses, including trees, graphs, searching techniques, matrix manipulation, coordinate transformations, finite state automata, and parallelism.
Mathematics

420. PROBABILITY AND STATISTICS I 4 cr. Prerequisite: MT 233. Combinatorial probability, discrete and continuous distributions, simulation of sampling distributions and the central limit theorem, introduction to data analysis, estimation and hypothesis testing; use of CAS and statistical software.

421. PROBABILITY AND STATISTICS II 3 cr. Prerequisite: MT 420. Mathematical treatment of estimation and hypothesis testing, including one and two-factor analysis of variance, simple regression and correlation, and nonparametric analyses.

422. APPLIED STATISTICS 3 cr. Prerequisites: MT 342, 420. Categorical data analysis, multiple regression, analysis of variance of various designs, introduction to design of experiments. Use of statistical software.

425. OPERATIONS RESEARCH 3 cr. Prerequisite: MT 342. Linear programming, sensitivity analysis and duality, queuing theory, and topics from networks, decision making, game theory, Markov chains, dynamic programming, and simulation.

431. ADVANCED CALCULUS OF ONE VARIABLE 3 cr. Prerequisites: MT 233, 341. Real-number system, limits, continuity, differentiability, Riemann integral, properties of continuous and differentiable functions, sequences and series of functions.

432. ADVANCED CALCULUS OF SEVERAL VARIABLES 3 cr. Prerequisites: MT 233, 342. Development of and motivation for vector valued functions, calculus of functions of several variables, implicit functions and Jacobians, multiple integrals, line integrals.

436. INTRODUCTION TO COMPLEX ANALYSIS 3 cr. Prerequisite: MT 341 or 342 or permission of department chair. Complex number plane, analytic functions, integration of complex functions, sequences and series. Residue theorem, evaluation of real integrals.

438. ORDINARY LINEAR DIFFERENTIAL EQUATIONS 3 cr. Prerequisites: MT 233, 342. Linear equations and systems, existence and uniqueness theorems, oscillation theory. Autonomous equations and systems, their solutions and qualitative properties.

441. ABSTRACT ALGEBRA 3 cr. Prerequisite: MT 341. Groups, rings, domains, fields, extension fields, introduction to Galois Theory.

442. LINEAR ALGEBRA 3 cr. Prerequisite: MT 342. Vector spaces, linear transformations, characteristic values and applications.

450. EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY 3 cr. Prerequisite: MT 341 or 342 or permission of department chair. Alternative ways of investigating the Euclidean plane, including transformational geometry; examination of the parallel postulate and how it can be changed to create new geometries; hyperbolic geometry.

452. ELEMENTARY TOPOLOGY 3 cr. Prerequisite: MT 341. Topological spaces, homeomorphisms, connected spaces, compact spaces, regular and normal spaces, metric spaces.

456. FRACTAL GEOMETRY 3 cr. Prerequisites: MT 233, 341. Topics from metric spaces, transformations, iterated function systems, dynamical systems, fractal dimension, Julia sets, and Mandelbrot sets.

468. THEORY OF NUMBERS 3 cr. Prerequisite: MT 341. Divisibility theorems, number theoretic functions, primitive roots, quadratic congruences and reciprocity, partitions.
469. HISTORY OF MATHEMATICS 3 cr. Prerequisite: MT 341. Study of mathematics from its origins to its present state. Topics include the development and impact of geometry, algebra, number theory, irrational numbers, analytic geometry, calculus, non-Euclidean geometry, and infinite sets.

478. FORMAL LANGUAGES (CS 478) 3 cr. Prerequisite: MT 341 or MT 379. Finite and push down automata and Turing machines. Regular languages, context-free grammars, recursive and recursively enumerable languages. Other topics chosen from Church’s thesis, Gödel numbering, decidability, and recursive functions.

479. COMBINATORICS AND GRAPH THEORY 3 cr. Prerequisite: MT 341 or 342 or 379. Pigeonhole principle, inclusion and exclusion, recurrence relations and generating functions, combinatorial designs, the theory of graphs, graphical optimization problems.

480. SPECIAL TOPICS cr. TBA. Reading, reports on, and investigation of selected material and topics.
General Information

The Department of Military Science is also known as the Reserve Officers Training Corps (ROTC) department. Military science basic courses are open to all students as electives. Credits toward a baccalaureate degree are awarded for all military science courses. Students who complete all four years of military science may apply a maximum of 14 MS credits to graduation requirements.

The department was established in April 1950 at the request of John Carroll University and with the approval of the Department of the Army. This department is both an academic entity of the University and an Instructor Group of the United States Army. It is staffed by the Army with the approval of the University president. The instructors are professional Army officers whose academic backgrounds meet standards set by the University.

The goal of the department is to help prepare young men and women for service as Army officers. Through its courses, the department develops appropriate leadership and management skills. The department also provides instruction to the student body in general on the role of the military in America. Such instruction includes military skills, leadership, adventure training, and the role of the military in society.

Basic Program (MS I, MS II)

Students normally take the basic courses during the freshman and sophomore years. Individual courses are described below. Students taking any or all of the basic courses incur no military obligation and are not members of the armed forces. Completion of the basic courses is a prerequisite for acceptance into the advanced courses. Prior military service, current Army Reserve or National Guard status, or attendance at summer ROTC Basic Camp may also fulfill the basic course requirement, although no academic credit is granted for these substitutes.

Advanced Program (MS III, MS IV)

Students normally take the advanced courses during their junior and senior years. These generally involve management instruction to prepare students for the leadership role of an Army second lieutenant. Students must be accepted by the chair of the Military Science department before they can enroll in the advanced courses.

Once accepted, each student enters into a contract with the government to complete the courses and to accept a commission as an Army officer. While taking the advanced
Military Science

courses, each student is paid a subsistence allowance of $350-$400 a month during the school year.

All students enrolled in the advanced courses are required to attend an advanced ROTC camp of five weeks’ duration. Students are paid at one-half the pay of a second lieutenant and normally attend this camp during the summer between their junior and senior year.

Upon satisfactory completion of the advanced courses and award of the baccalaureate degree, students are commissioned second lieutenants and serve out a military obligation of at least four years, depending on their active duty or reserve force assignment. Students may request either Active Duty or Reserve Force Duty (Army Reserve/National Guard). Under certain conditions, students who have completed the baccalaureate program and their military science studies may request delayed entry into the active Army in order to pursue graduate study in a variety of areas, including medical and law school. Other options available to students in military science are opportunities to attend Airborne, Air Assault, Northern Warfare, and Mountain Warfare training courses, and to spend a few weeks working as a lieutenant in an active Army unit.

Scholarships

The Department of the Army annually awards 4-year and 3-year Advanced Designee scholarships on a competitive basis to high school applicants nationwide. Winners are announced in early spring. College students can also apply for a campus-based Army scholarship in fall and spring semester of their freshman or sophomore year. The scholarships are awarded in December/January and May. In order to apply for any of these scholarships, applicants must have a GPA of 2.5 or better, as well as a minimum SAT score of 920 or ACT score of 19; pass the Army medical physical; and meet the physical fitness requirements. Two-year scholarships are also available to graduating seniors who will be attending graduate school.

Scholarships based on merit are awarded for up to $20,000 annual tuition. Scholarships also include lab fees, graduation fee, a book allowance of $1,000 per year, and a $250-$400 per month subsistence (maximum of $4,000 per year).

Partnership Institutions

John Carroll University maintains partnership agreements with most Cleveland-area colleges. Students from these institutions may enroll in John Carroll’s military science classes with the approval of the academic advisor from their own college. Satisfactory completion of the military science curriculum and the baccalaureate degree from their own college leads to a commission as a second lieutenant in the same manner as for John Carroll students.
Military Science

Eligibility

All university students are eligible for enrollment in the basic courses (MS I and MS II). Students who are 18 years of age, who are American citizens or intend to become naturalized, and who are physically qualified are eligible for enrollment in the advanced courses of the Military Science department. Any student may audit basic courses in the department with the approval of the chair and appropriate institutional authorities.

Professional Military Educational (PME) Requirements

The professional military education component consists of two essential parts – a baccalaureate degree, and at least one undergraduate course from each of the three following designated fields of study: written and oral communication skills, military history, and computer literacy. Students are encouraged to take a course in national security affairs and management. Students may determine suitable courses to meet these requirements by securing approval in advance of registration from a member of the Military Science department. The Core Curriculum requirements may also apply to the PME requirements. The Military Science department maintains a list of university courses that may be accepted for the PME requirement.

Basic Program

Note: Credits from these courses may not be used to satisfy Core or major requirements.

101. INTRODUCTION TO MILITARY SCIENCE 1 cr. Establishes a framework for understanding officership, leadership, and Army values. Also addresses personal development skills, including physical fitness and time management.

102. INTRODUCTION TO LEADERSHIP 1 cr. Focuses on communications, leadership, and problem solving. Introduces students to the duties and responsibilities of an Army lieutenant as well as examining current pay and benefits.

201. SELF/TEAM DEVELOPMENT 2 cr. Corequisite: MS 299. Ethics-based leadership skills to develop individual abilities and contribute to building of effective teams of people. Focus on skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. Fundamentals of ROTC’s Leadership Development Program. Participation in a weekend field training exercise is optional, but highly encouraged.

202. INDIVIDUAL/TEAM MILITARY TACTICS 2 cr. Corequisite: MS 299. Introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Techniques for training others as an aspect of continued leadership development. Participation in a weekend exercise is optional, but highly encouraged.

299. MILITARY SCIENCE LAB 0 cr. Corequisite: MS 201 or 202. Practical exercises in basic military skills, leadership, military equipment, drill and ceremony, and adventure training.
Advanced Program

Note: The following courses are open only to contracted ROTC students. Credits earned may apply toward graduation (see note under Basic Courses).

301. LEADING SMALL ORGANIZATIONS I 2 cr. Prerequisite: approval of the department; corequisite: MS 399. Practical opportunities to lead small groups, receive personal assessments and encouragement, and lead in situations of increasing complexity. Small-unit defensive tactics to plan and conduct training for lower-division students. Requires participation in weekly one-hour sessions for physical fitness. Participation in one weekend field training exercise is also required, and one or two weekend exercises are offered for optional participation.

302. LEADING SMALL ORGANIZATIONS II 2 cr. Prerequisite: MS 301; corequisite: MS 399. Continues methodology of MS 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Leadership case studies. Ethical decision making. Requires participation in weekly sessions for physical fitness. Participation in one weekend field training exercise is required; one or two other weekend exercises are offered for optional participation.

399. JUNIOR MILITARY SCIENCE LAB 0 cr. Corequisite: MS 301 or 302. Practical exercises in leadership, tactics, navigation, communications, and operations planning.

401. LEADERSHIP CHALLENGES AND GOAL-SETTING 2 cr. Prerequisite: MS 302; corequisite: MS 499. Plan, conduct and evaluate activities of the ROTC cadet organization: articulate goals, put plans into action, assess organizational cohesion and develop strategies to improve it, lead people, manage resources. Army policies and programs for this effort. Requires participation in weekly sessions for physical fitness. Participation in one weekend exercise also required.

402. TRANSITION TO LIEUTENANT 2 cr. Prerequisite: MS 401; corequisite: MS 499. Continues methodology from MS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as they relate to leading as an officer in the Army. Requires participation in three one-hour sessions for physical fitness. Participation in one weekend exercise also required.

499. SENIOR MILITARY SCIENCE LAB 0 cr. Corequisite: MS 401 or 402. Practical application of leadership and management skills staffing the Cadet Battalion. Prepare cadets for assumption of officer responsibility in the Army’s active and reserve force components.
Philosophy (PL)


Philosophy helps us understand ideas that have profoundly influenced world civilizations, develop an outlook on life that is broad, coherent and reflective, and deal with ideas logically and critically. Every educated person needs at least a basic understanding of philosophy, since it serves as a framework for all knowledge. At Jesuit schools, philosophy has always had a special place; indeed, the Jesuit Order was founded by a group of philosophy students led by St. Ignatius of Loyola, who completed an M.A. in philosophy. A strong background in philosophy is a mark of those educated in Jesuit institutions.

The University Core requirement in philosophy consists of three courses taken in sequence: PL 101, an introduction to philosophy; a 200-level course on some period of the history of philosophy; and a 300-level course chosen from a variety of philosophical topics. Since philosophy is rarely taught in high school, PL 101 is needed to introduce the nature of philosophical thinking and the skills required for further in-depth studies. The history of philosophy courses explore specific historical periods, approaches, and movements. They focus on a related group of thinkers (such as existentialist, ancient Greek, or African) and their worldviews. They also emphasize how ideas develop over time, how historical context affects us, and how different thinkers interact. The 300-level courses investigate philosophical questions that emerge from other disciplines. They focus on questions such as “Is there a God?”, “How are scientific theories established?”, or “What is the moral status of specific business, scientific, or social practices?”
Major and Minor Requirements

Major in Philosophy: 33 credit hours in addition to PL 101; PL 101, 210, 220, 240, 250, 270; PL 301 or 360; PL 400, 410, 420. Either PL 450 or a senior thesis (PL 495), and one elective.

Borromeo Institute Major in Philosophy: 36 hours. PL 101, 240, 250, 307, 310, 410, 420, 425; two courses chosen from PL 210, 220, 260, 270, 275; and PL 301 or 360. Either one 400-level seminar (PL 430 or 450) or a comprehensive exam or a senior thesis (PL 495); one elective for students opting for the comprehensive exam.

Successful completion of seminar (PL 430 or 450) in the senior year, or a comprehensive examination, or a senior thesis, is required for graduation.

Minor in Philosophy: 18 hours. PL 101; a 200-level course; a 300-level course; and three electives (PL 450 strongly encouraged as an elective).

A philosophy major prepares students for graduate work leading to college teaching, or for professional schools in areas such as law, medicine, religion, or social service. A philosophy major also is a solid basis for any broad program of humanistic studies. A minor in philosophy can complement almost all other areas of study which raise questions about values or methodology, including law, business, education, and the sciences.

INTRODUCTION TO PHILOSOPHY. Discovery of the world of philosophy. Since students are taught by a philosophically diverse group of scholars in PL 101, they will bring a rich array of viewpoints and arguments to their 200- and 300-level courses.

101. INTRODUCTION TO PHILOSOPHY. 3 cr. Introduction to the central problems and methods of philosophy through the critical examination of texts of major philosophers. Emphasis is placed on developing skills for reading and writing philosophy.

HISTORY OF PHILOSOPHY. Explores specific periods, approaches, and movements.

210. ANCIENT GREEK PHILOSOPHY 3 cr. Ancient Greek philosophical thought, with major emphasis on the works of Plato and Aristotle.
Philosophy

220. MEDIEVAL PHILOSOPHY 3 cr. Medieval philosophy, including the thought of Augustine, Aquinas, and other major figures.

230. CHRISTIAN THINKERS 3 cr. Philosophical problems raised by selected Christian writers, both classical and contemporary.

240. 17TH AND 18TH-CENTURY EUROPEAN PHILOSOPHY 3 cr. History of early modern philosophy with special attention given to the beginnings of modern science and its impact on Western ideas about nature, knowledge, mind, and God. Readings include selections from Descartes to Kant.

245. 19TH-CENTURY EUROPEAN PHILOSOPHY 3 cr. Study of some of the major figures of the nineteenth century from Fichte through Nietzsche.

250. CONTINENTAL PHILOSOPHY 3 cr. Key figures in the development of Continental thought from Husserl to Derrida.

255. MARXISM AND CRITICAL THEORY 3 cr. Main philosophical and political-economic ideas of Karl Marx, and their reinterpretation by members of the twentieth-century “Frankfurt School.”

260. AMERICAN PHILOSOPHY 3 cr. American philosophy as it develops in the works of authors such as Royce, Pierce, James, and Dewey.

265. EXISTENTIALISM AND PHENOMENOLOGY 3 cr. Main figures in the existential and phenomenological movements, such as Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, and Marcel.

270. ANALYTIC PHILOSOPHY 3 cr. Study of some of the leading figures in British and American analytic philosophy, including Moore, Russell, Wittgenstein, and Quine.

275. RECENT AND CONTEMPORARY PHILOSOPHY 3 cr. Exploration of themes and problems in philosophy since 1950, including an investigation of the very nature and definition of the philosophical enterprise. May include readings from analytic, Continental, post-modern, and neo-pragmatist philosophers.

280. MAJOR MORAL PHILOSOPHERS 3 cr. Some of the most important contributions of philosophers to an understanding of the nature of morality and ethical reasoning. Readings of classic works in moral philosophy from the Greeks to the present.

285. AFRICAN PHILOSOPHY 3 cr. Examination of the development, definition, and status of African philosophy, exploring both its unique cultural heritage and its relationship to themes of Western philosophy.

289. SOCIAL AND POLITICAL PHILOSOPHY 3 cr. Nature and function of the state, the grounds of political obligation, and such related concepts as liberty, equality, and justice through an examination of major political thinkers in their historical context.

290. MAJOR WOMEN PHILOSOPHERS 3 cr. Study of the philosophical contributions of women philosophers from ancient times to the present.

298. SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY 1-3 cr. Topics will be listed in the semester schedule.
PHILOSOPHY TOPICS. Integrates understanding of philosophy with other disciplines.

301. INTRODUCTION TO LOGIC 3 cr. Study of modern formal logic and its use in appraising the correctness of reasoning. Designed for students not planning to take PL 360.

302. INTRODUCTION TO ETHICS 3 cr. Investigation into the basic principles of morality and into the nature and methodology of moral judgments. Not open to students with credit in PL 280 or PL 400.

303. PHILOSOPHY OF LANGUAGE (CL 303) 3 cr. Implications of linguistic experience beginning with a survey of the main historical approaches to the meaning of language. Consideration of special problems such as sense and reference; thought and language; sign, symbol, and metaphor; linguistics and logic.

305. PHILOSOPHY OF EDUCATION 3 cr. Philosophical problems in education, such as the nature of knowledge, ways of learning, ethical issues in teaching, and the social-political dimensions of education.

306. PHILOSOPHY AND LITERATURE 3 cr. Consideration of the nature and meaning of philosophy and literature followed by the study of concepts and issues such as person, freedom and responsibility, good and evil, and intersubjectivity in specific works of literature.

307. PHILOSOPHY OF RELIGION 3 cr. Philosophical problems of religion, such as the nature and ground of religious beliefs, the nature of religious experience, the relation of religion and science, the existence of God, immortality, and evil.

310. CONTEMPORARY ETHICAL PROBLEMS 3 cr. Some of the most pressing moral problems of today, with special attention to the philosophical issues involved.

311. BUSINESS ETHICS 3 cr. Prerequisites: EC 201-202 or 211-212; junior standing. Application of ethical concepts to significant problems of business practice.

312. ETHICS IN SPORT. 3 cr. A study of key ethical issues that arise in sports, starting with the fundamental concepts in sport philosophy and concluding with specific problems such as sportsmanship, gamesmanship, the nature of competition, and race and gender equality.

314. SCIENCE, TECHNOLOGY, AND ETHICS 3 cr. Examination of the nature of science and technology. Particular emphasis on ethical problems raised by science and technology. Designed for students not planning to take PL 375.

315. APPLIED ETHICS 3 cr. Different topics involving the application of ethical concepts to specialized areas such as medicine, biology, the environment, and law. Course subject will be listed in the semester schedule.

320. PHILOSOPHY OF LAW 3 cr. Exploration of theories concerning the nature of law. Special emphasis on the distinction between law and coercion and the relationship between law and morality. Elements of legal reasoning in case law, statutory interpretation, and constitutional adjudication will be discussed in addition to some fundamental aspects of legal liability.

330. FEMINIST PHILOSOPHIES 3 cr. Examination of philosophical perspectives on the definition, roles, and nature of women. Readings from classic works in the history of philosophy and from contemporary feminist philosophers.
**Philosophy**

340. **PHILOSOPHY OF HISTORY 3 cr.** Some philosophical problems of history and historical knowledge, such as “the meaning of history” and the nature of historical explanation.

350. **PHILOSOPHY OF BEAUTY AND ART 3 cr.** Philosophical investigation of beauty and some questions raised by works of art, such as what is a work of art and what is the nature and ground of aesthetic judgments.

360. **SYMBOLIC LOGIC 3 cr.** Theory and techniques of modern symbolic logic, including propositional and quantificational logic; some attention to proofs of consistency and completeness.

361. **INTERMEDIATE SYMBOLIC LOGIC 3 cr.** Prerequisite: PL 360 or equivalent. Selected topics beyond the elementary level of first-order predicate calculus with identity, which may include structures of formal languages and appraisal of logical systems, non-classical logics, and metalogical properties of formal systems.

370. **PHILOSOPHY AND SOCIAL CLASS 3 cr.** Philosophical investigation of social class distinctions, focusing on their structural, moral, and psychological ramifications.

375. **PHILOSOPHY OF SCIENCE 3 cr.** Major philosophical problems raised by science: the nature of scientific inference, the structure of scientific theories, causality, explanation, scientific change, and the role of values in science.

379. **PHILOSOPHY OF MIND 3 cr.** The nature of mind and its role in our understanding of persons and their actions. Topics include the mind-body problem, artificial intelligence, consciousness, animal minds, personal identity, and free will.

380. **PHILOSOPHY AND LATIN AMERICAN LITERATURE 3 cr.** Exploration of several philosophical and literary approaches to the notions of “self” and “other,” emphasizing subjectivity and personhood, in the works of canonical philosophers and Latin American authors.

385. **PHILOSOPHY AND THE BODY 3 cr.** Investigation of the different ways in which classic and contemporary philosophers and theorists have analyzed human embodiment.

398. **SPECIAL TOPICS 1-3 cr.** Course subject will be listed in the semester schedule.

399. **SEMINAR 3 cr.** Seminar bearing on some topic of contemporary philosophical interest.

**ADVANCED COURSES.** Designed for majors and minors.

400. **ETHICAL THEORY 3 cr.** Some of the major philosophical theories about the nature and justification of moral principles of rightness, obligation, and value.

410. **THEORIES OF KNOWLEDGE 3 cr.** Examination of the nature and sources of knowledge and the means for establishing knowledge claims. Readings from classic works and contemporary writers.

420. **METAPHYSICS 3 cr.** Attempt to understand what kinds of things there are in the world through the question of Being and related concepts of existence, thing, property, event, matter, mind, space, time, and causality.

425. **PHILOSOPHY OF THE HUMAN PERSON 3 cr.** Philosophical reflection on some fundamental and enduring questions about human beings and their relationship to the universe. Includes readings from classical and contemporary sources. Offered at Borromeo Institute.
Philosophy

450. SEMINAR IN SPECIAL PROBLEMS IN PHILOSOPHY 3 cr. Specific questions on important topics or philosophers. Course subject will be listed in the semester schedule.

495. SENIOR THESIS 3 cr. Individual research project developed and written in consultation with appropriate faculty member. Ordinarily, topic approval will be secured during the spring semester of the student’s junior year, and the thesis will be written during the fall semester of senior year. (Student may be required to complete additional preparatory work.) Instructor’s and chair’s permission required.

499. DIRECTED READINGS 1-3 cr. Individual assignment and guidance in source materials relating to specific philosophical problems. A maximum of 3 hours can be used to satisfy major requirements.
Physical Education and Exercise Science (PE)

Associate Professor: K. M. Manning (Chair); Instructor: D. H. Stupica; Visiting Instructor: R. P. Dolciato

Physical Education and Exercise Science provides a variety of courses to serve the recreational, fitness, and professional needs of the students. An undergraduate major in physical education, with an emphasis in fitness, exercise science, or teacher education, integrated into a liberal arts course of study, provides for a well-balanced bachelor of arts degree. A minor in physical education complements undergraduate preparation in a variety of other majors. The physical education major or minor can be practically and professionally combined with a variety of areas, including business, biology, sociology, psychology, and communications.

The program encourages all students to choose electives in activity and theory courses which provide opportunities for the development of physical fitness and the acquisition of lifetime skills. Elective courses in science will prepare the physical education and exercise science major for post-graduate work in allied health professions.

The Fitness Specialist Program prepares students for careers as professional, commercial, and/or corporate fitness specialists.

Major and Minor Requirements

Physical Education and Exercise Science Core. 40-41 credit hours, required for all major or certification programs: PE 200, 202, 205, 205L, 206, 206L, 207, 208, 310, 407, 408, 409, 420, 430, 435. Students must hold current CPR certification at graduation.

Major: Physical Education (can lead to Multi-Age Licensure). 46-47 hours: PE core (see above), plus PE 411, 432. (For Multi-Age teaching license, additional courses in teacher education are required.)

Major: Fitness Specialist. 52-53 hours: PE core (see above), plus PE 201, 201L, 230, 432, and 496 or 497.

Major: Exercise Science. 55-56 hours: PE core (see above), plus PE 201, 201L, 230, 304, 304L, 432, 496.

Physical Education and Exercise Science Minor. 31 hours: PE 202, 205, 205L, 206, 206L, 208, 407, 409, 435, and three of the following: PE 201-201L, 207, 310, 408, 430.
The major combined with the appropriate teacher education courses leads to a Multi-Age teaching license in physical education.

Combining the exercise science program with appropriate courses in laboratory sciences can help gain admission to graduate degree programs in the allied health fields, such as athletic training, physical therapy, or exercise physiology.

Requirements for Acceptance as a Physical Education and Exercise Science Major

To be accepted as a major in physical education and exercise science, a student may apply during the second semester of the sophomore year.

The application process includes:

- A formal application submitted to the coordinator of Physical Education and Exercise Science.
- A formal essay stating professional goals and expectations.
- An overall GPA of 2.0 or higher.
- A Physical Education and Exercise Science GPA of 2.0 or higher.
- A grade of C or higher in PE 205 and PE 205L.

Note: A student seeking the Multi-Age teaching license must maintain an overall GPA of 2.7, a major GPA of 2.7, and an Education GPA of 2.7 or higher.

Acceptance Decisions:

Accept: Student may continue to take Physical Education and Exercise Science coursework.

Conditional Acceptance: Student may continue to take Physical Education and Exercise Science coursework, but certain restrictions have been placed on the program. Conditional acceptance may remain in effect for no longer than one (1) academic year.

Defer: Student is not accepted into the major at this point.

Continuation in the Major:

Junior and Senior Year Evaluation

- Students must maintain grades of C or higher in all Physical Education core classes.
- In addition, Multi-Age licensure candidates must maintain a GPA of 2.7 or higher in all Physical Education content-area courses.
Physical Education and Exercise Science

- Exercise Science and Fitness Specialist majors must maintain a GPA of 2.7 or higher in PE 201, 201L, 304, 304L, and 432.
- Acceptance into a practicum and/or internship will require grades of C or higher in all physical education content-area courses, and a GPA of 2.7 or higher in the applied science courses (PE 201, 201L, 304, 304L, 407, 409, 432).
- Students not approved for practicum and/or internship will substitute additional content-area coursework.

Each student is evaluated academically at four different points in the program:
- Application for admission.
- Beginning of second year in the program.
- Prior to acceptance into specific professional field experience: practicum, internship, or pre-student teaching/student teaching.
- Exit assessment.

Activity Courses

Special Note: Students may apply a maximum of 4 Physical Education (120-174) credits toward graduation requirements and, unless otherwise specified, no more than 8 credits from any combination of AR, CE, FA, or PE (120-174) courses. Credits from Physical Education courses may not be used to satisfy Core or major requirements.

120. INTRODUCTORY SWIMMING 1 cr. For the nonswimmer; based on the Red Cross learn-to-swim program.
121. INTERMEDIATE SWIMMING 1 cr. For the student with average swimming skills and abilities; based on the Red Cross swimming program.
124. SWIM CONDITIONING 1 cr.
142. BEGINNING GOLF 1 cr.
143. INTERMEDIATE GOLF 1 cr.
144. BODY CONDITIONING 1 cr.
146. BEGINNING TENNIS 1 cr.
147. INTERMEDIATE TENNIS 1 cr.
161. RACQUETBALL 1 cr.
164. BADMINTON 1 cr.
168. BEGINNING SELF-DEFENSE & KARATE 1 cr.
169. INTERMEDIATE SELF-DEFENSE & KARATE 1 cr.
Physical Education and Exercise Science

170. BASKETBALL 1 cr.
174. VOLLEYBALL 1 cr.
199. SPECIAL TOPICS 1 cr.

Theory and Method Courses

200. CURRENT HEALTH ISSUES 3 cr. Current health issues affecting the daily lives of all people. Physical fitness, mental fitness, behavior, drugs, alcohol, STD, nutrition. Emphasis on current health research; discussion and application of course material.

201. CARE AND PREVENTION OF ATHLETIC INJURIES I 2 cr. Introduction to basic concepts of athletic training. Emphasis on common athletic injuries, basic conditioning, prevention, recognition, and treatment of athletic injuries.

201L. CARE AND PREVENTION OF ATHLETIC INJURIES LAB I 1 cr. Corequisite: PE 201. Introduction to basic wrapping and taping techniques used in the prevention, care, and treatment of athletic injuries. A hands-on laboratory course used to develop these basic skills.

202. ADVANCED FIRST AID AND EMERGENCY CARE 2 cr. Essential information for developing the functional first-aid capabilities required by physical education teachers, coaches, and other special-interest groups. Designed according to the guidelines of the American Red Cross for its course in Advanced First Aid and Emergency Care.

203. AMERICAN RED CROSS COMMUNITY CPR 1 cr. Techniques for basic life support for cardiopulmonary emergencies, as in cardiovascular collapse, ventricular fibrillation, or cardiac standstill. Artificial ventilation and CPR for adults, children, and infants.

205. ANATOMY AND PHYSIOLOGY I 3 cr. Functions and structures of the human body, including cells, tissues, the skin, the skeletal system, the articular system, and the muscular system.

205L. ANATOMY AND PHYSIOLOGY I LAB 1 cr. Corequisite: PE 205. Use of slides, human skeletons, A.D.A.M. software and dissections to study cells, tissues, and skin, as well as the skeletal, articular, and muscular systems.

206. ANATOMY AND PHYSIOLOGY II 3 cr. Prerequisite: PE 205. Functions and structures of the body, including the nervous system, the circulatory system, the lymphatic system, the respiratory system, and the digestive system.

206L. ANATOMY AND PHYSIOLOGY II LAB 1 cr. Corequisite: PE 206. Dissection, examination of animal hearts and brains, and use of various measuring devices for studying the nervous, circulatory, respiratory, and digestive systems.

207. FOUNDATIONS OF PHYSICAL EDUCATION 3 cr. Major ideas, institutions, movements, and individuals in the field of physical education.

208. PHYSICAL GROWTH AND DEVELOPMENT 3 cr. Emphasis on the relative influence of normal development patterns (sensory, neurological, skeletal, muscular) on motor development.

220. SCUBA DIVING 2 cr. Safe and skin diving. Meets or exceeds the national standards of the Professional Association of Diving Instructors (PADI): 1) to enable students to learn the
necessary skills to safely enjoy skin and scuba diving activities in open water without the
assistance of an instructor; 2) to familiarize students with the different types of equipment used
in skin and scuba diving; 3) to provide students with knowledge concerning the marine
environment, safety procedures, first aid and lifesaving skills related to skin and scuba diving.

230. NUTRITION FOR ATHLETICS AND PHYSICAL ACTIVITY 3 cr. Overview of basic
nutritional guidelines relevant to efficient use of the energy systems as they affect athletic
performance. Designed for the recreational athlete and/or the varsity athlete concerned with
proper nutrition.

299. SPECIAL TOPICS 2-3 cr. Instructor’s permission required. Topics are published in
the schedule of classes for each term.

304. CARE AND PREVENTION OF ATHLETIC INJURIES II 2 cr. Prerequisites: PE 201
and 201L. Topics from PE 201 expanded: in-depth examination of athletic injury evaluation,
management, and basic rehabilitation concepts.

304L. CARE AND PREVENTION OF ATHLETIC INJURIES II LAB 1 cr. Prerequisites:
PE 201 and 201L; corequisite: PE 304. Extension of PE 201L. Emphasis on wrapping and taping
techniques used in the prevention, care, and treatment of athletic injuries. This is a laboratory
course used to develop these skills.

310. METHODS, MATERIALS, AND RESOURCES IN PHYSICAL EDUCATION 3 cr.
Methodologies, materials, and resources unique to teaching physical education. Emphasis on
developing plans and objectives as well as organizational techniques appropriate for teaching
grades 4 through 12. Field experience required.

330. AQUATICS 3 cr. Prerequisite: ability to swim 500 yards. Lifesaving and water safety
instruction. Acquisition of fundamental skills and analysis of swimming strokes. Satisfactory
completion of course leads to the American Red Cross certificate of lifesaving.

340. LIFESTYLE WELLNESS AND PHYSICAL FITNESS 3 cr. Designed to help students
understand changes that will occur with time and age for careers in health or allied health
professions. Maintenance of a quality lifestyle; prevention of and rehabilitation from disabilities.
Emphasis on physical fitness, the aging process, nutrition, weight control, addictive behaviors,
disabilities, and the basic elements of a healthy life.

397. METHODS, MATERIALS, AND RESOURCES IN OUTDOOR EDUCATION 3 cr.
Methodologies unique to outdoor education. Materials and resources that permit the expansion
of the curriculum beyond the confines of the classroom. Emphasis on knowledge and practical
use of methods, materials, and resources.

399. SPECIAL TOPICS 2-3 cr. Permission of instructor required. Topics are published in
the schedule of classes for each term.

404. REHABILITATION OF ATHLETIC INJURIES AND THERAPEUTIC
MODALITIES 3 cr. Prerequisite: permission of instructor. Basic principles of therapeutic
exercise, including the physiological response to injury and specific rehabilitation programs for
the injured athlete. Various therapeutic modalities, including physiological effects, indications,
and contraindications.

407. EXERCISE PHYSIOLOGY 3 cr. Prerequisites: PE 205 and 205L. Physiological problems
placed on the human body by physical stress. Emphasis on bioenergetics, neuro-muscular
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concepts of exercise, cardiorespiratory considerations in exercise, and environmental considerations in exercise.

408. ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND PHYSICAL EDUCATION 3 cr. Administrative functions of planning and organizing school programs in athletics and physical education. Additional emphasis on staffing, directing, and coordinating programs. Includes application in student’s area of concentration.

409. KINESIOLOGY 3 cr. Prerequisites: PE 205 and 205L. Experience in movement, analysis of the physiological bases of muscular activities, and general effects on body functions.

411. PHYSICAL EDUCATION IN EARLY CHILDHOOD 3 cr. Curriculum, procedures, methodology, instructional strategies, and physical activities that are developmentally appropriate—intellectually, physically, emotionally, and socially—for children from pre-kindergarten through the primary grades. Field experience.

420. PHYSICAL EDUCATION FOR SPECIAL POPULATIONS 3 cr. Specific disabilities common in education and recreation. Emphasis on the nature of the disability, appropriate educational/recreational program development, and evaluation. Field experience.

430. RESEARCH AND MEASUREMENTS IN EXERCISE SCIENCE 3 cr. Research methodology and measurements used in exercise science. Emphasis on the use of essential statistical methods, techniques of test administration, and application of results to programs.

432. MOTOR LEARNING 3 cr. Aspects of motor behavior as influenced by physiological processes, maturation, motivation, and the emotions.

435. ETHICAL PROBLEMS IN ATHLETICS AND PHYSICAL EDUCATION 3 cr. Ethical issues in athletics and physical education, such as use of performance-enhancing drugs; fitness, guidelines for youth sports; recruiting, professionalism, and other current topics. Open only to Physical Education majors with junior or senior status.

440. INDEPENDENT STUDY 1-3 cr. Instructor’s permission required. Intensive study of the problems and concerns in a selected area of health, physical education, or exercise.

496. PRACTICUM 3 cr. Prerequisites: junior or senior standing, exercise science major, and permission of instructor and coordinator. Supervised application of the principles of athletic training, cardiac rehabilitation, fitness, teaching and/or coaching in educational, athletic, medical, or business environments. A proposed plan must be approved by the coordinator of Physical Education and Exercise Science prior to enrollment. Final paper developed in conjunction with the practicum.

497. INTERNSHIP 3 cr. Coordinator’s approval required prior to registration. Assignment to athletic training, fitness, or cardiac rehabilitation program in a supervised setting. Final paper required. Consult the coordinator of Physical Education and Exercise Science for details.

499. SPECIAL TOPICS 2-3 cr. Instructor’s permission required. Topics are published in the schedule of classes for each term.
Physics (PH)
Engineering Physics (EP)

Professors: K. Fritsch, G. Lacueva, A. R. Day (Chair); Assistant Professors: J. S. Dyck, N. K. Piracha

The Physics Department plays a central role in the university’s mission of educating students to live in an increasingly technological, highly complex society. The department provides a range of physics/engineering programs for its majors, support courses for other science majors, and courses which fulfill the science requirements of the University Core Curriculum for non-science majors. The department has modern, well-equipped undergraduate laboratories, and many of the courses have a laboratory component that emphasizes the central role of experiments in science.

Research plays an essential role in the education of students majoring in physics. Students have the opportunity of working under the guidance of a faculty member on campus, and the department encourages all students to spend at least one summer participating in a research program at a major research university or national laboratory.

Five major programs are offered. Four lead to a bachelor of science degree in physics, and one leads to a bachelor of arts degree. The bachelor of science programs are: physics, engineering physics with electrical engineering specialization, engineering physics with computer science specialization, and interdisciplinary physics. The physics major is an excellent preparation for a diverse range of careers. Many graduates have gone directly into the workforce in physics, engineering, business, and teaching. Others have continued their academic careers with graduate study in a variety of fields, including physics, engineering, computer science, law, and medicine.

B.S. Physics Major

This major adds to the physics core a selection of courses in thermodynamics, physical optics, and solid-state physics, as well as an engineering physics course in numerical physics. This program provides a solid preparation for graduate study in physics, materials science, or electrical engineering.

B.S. Engineering Physics Major: Electrical Engineering Specialization

This major adds to the physics core a block of engineering physics courses characteristic of studies in electrical engineering. Typically, this program leads to employment in the fields of engineering development or applied physics, or to graduate study in related fields.
Major and Minor Requirements

B.S. in Physics Major: 52 hours. The physics core (see below); PH 325, 408 (453 or 485); EP 451; and 5 hours of upper-division technical electives approved by the Physics Department, including at least 2 hours of upper-division laboratory in addition to PH 407 and 408. With departmental approval, these 5 hours may include courses in engineering offered at other colleges and universities participating in the Northeast Ohio Council on Higher Education Cross Registration Program.


Required Chemistry Support Courses: 5 hours: CH 141 or 151H, 143 or 153.

B.S. in Engineering Physics Major Electrical Engineering Specialization: 57 hours. The physics core (see below); PH 408; EP 451, and 16 hours of upper-division EP electives approved by the Physics Department, including 4 hours of upper-division labs.


Required Chemistry Support Courses: 5 hours: CH 141 or 151H, 143 or 153.

B.S. in Engineering Physics Major Computer Engineering Specialization: 57 hours. The physics core (see below); PH 408; EP 451, (478 and 478L or 388 and 388L); and at least 1 hour of upper-division laboratory approved by the Physics Department; CS 201, 202, 301, 373.


Required Chemistry Support Courses: 5 hours: CH 141 or 151H, 143 or 153.

B.S. in Interdisciplinary Physics Major: 37-39 hours. The physics core (see below); one 3-hour upper-division PH or EP elective. A second upper-division PH elective may be substituted for EP 266 and EP 266L.


Required Chemistry Support Courses: 5 hours: CH 141 or 151H, 143 or 153.


Minors in Physics and Engineering Physics: 26 hours. PH 215 and 215L, 216 and 216L, 246; EP 217; and at least four 3-hour upper-division EP or PH electives approved by the Physics Department.

Physics

B.S. Engineering Physics Major: Computer Engineering Specialization

This major adds to the physics core a block of computer science courses and engineering physics courses in digital electronics and numerical physics. Typically, this program leads to employment in the computer industry, or to graduate study in computer engineering.

B.S. Interdisciplinary Physics Major

This major adds to the physics core a selection of technical courses that interface with physics. They may be from the departments of Biology, Chemistry, or Mathematics and Computer Science, or from the Boler School of Business. One possible combination would include courses required for the license to teach high school physics. This program can also be arranged to prepare for environmental science, technical sales, patent law, medicine, or an MBA with a strong emphasis on technology.

B.A. Physics Major

This major is the physics core plus one additional physics elective. This is the most flexible of all the physics majors. It fits well with an environmental studies concentration or preparation for law school. Combined with 45 hours of business courses, it provides a pre-MBA curriculum with a strong emphasis on technology.

Computer Science and Physics

The combination of computer science and engineering physics is both logical and attractive. These two areas can be combined by students who major in either field.

Students majoring in physics and selecting a minor in computer science will normally be required to exceed the minimum of 128 hours required for graduation.


Engineering Programs

Students interested in engineering have the following options:

1. They may complete the B.S. degree in engineering physics with specialization in either electrical engineering or computer engineering. They may then pursue graduate work in engineering or seek employment.
2. They may combine a B.S. degree in physics or engineering physics with electives in engineering taken in the engineering schools at Case Western Reserve University or Cleveland State University, which are participants in the Northeast Ohio Council on Higher Education Cross Registration Program.

3. They may complete two years of pre-engineering at John Carroll and then transfer either to Case Western Reserve University or to the University of Detroit Mercy to pursue a bachelor’s degree in engineering. (John Carroll has formal programs with these universities.) Students may also transfer to other engineering schools.

4. They may choose the joint degree program with Case Western Reserve University. This Binary (3-2) Program is for students who want to combine a solid arts and sciences foundation with technical study in astronomy, biochemistry, or an engineering discipline. A minimum GPA of 3.0 is required for participation in the Binary Program. A 3.0 GPA in science and mathematics courses is also required.

For further details concerning engineering programs, see the section of this Bulletin entitled “Preparation for Graduate and Professional Study” (pages 96-102).

Teaching Licensure

Students interested in majoring in physics in preparation for teaching physics at the secondary level should consult, at the earliest opportunity, with the Department of Education and Allied Studies about current State of Ohio course and other requirements. The B.S. in interdisciplinary physics is a major which allows flexibility in meeting the requirements.

Courses for Non-Science Majors

The Physics Department offers a variety of courses and laboratories in physics, earth science, and astronomy for non-science majors. These include PH 101, 101L, 102, 102L, 107, 107L, 113, 113L, 197, and 197L. These courses may satisfy the Division IV requirement of the University Core Curriculum; please consult the current schedule of classes. There are no prerequisites for these courses, although a recent mathematics course (such as high school algebra) is recommended.

Other Opportunities

With permission, students may cross register at area colleges and universities participating in the Northeast Ohio Council on Higher Education Cross Registration Program for technical courses unavailable at John Carroll University.
Physics

Transfer Students

To graduate with a major in physics or engineering physics from John Carroll University, a transfer student must complete a minimum of four 3-hour upper-division courses and one laboratory course in the John Carroll Department of Physics. The selection of courses must be approved by the department chair.

To graduate with a minor in physics or engineering physics from John Carroll University, a transfer student must complete a minimum of two 3-hour upper-division courses and one laboratory course in the John Carroll Department of Physics. The selection of courses must be approved by the department chair.

PHYSICS (PH)

101. EARTH SCIENCE I 3 cr. No prerequisite; corequisite: PH 101L. Primarily for students who are not majoring in the physical sciences. Physical and historical geology. Rocks and minerals, weathering, the hydrologic cycle, glaciers, earthquakes, plate tectonics, igneous activity, geologic time, earth history, and oceanography.

101L. EARTH SCIENCE LABORATORY I 1 cr. No prerequisite; corequisite: PH 101. Application of basic concepts of earth science presented in PH 101 to collecting facts, examining information, and drawing conclusions in a scientific manner.

102. EARTH SCIENCE II 3 cr. No prerequisite; corequisite: PH 102L. Primarily for students not majoring in the physical sciences. Structure and composition of the atmosphere, moisture, pressure and winds, weather and climate, human impact. Introduction to astronomy. The earth’s place in the universe. The solar system. Light and astronomical observations. Stars and galaxies.

102L. EARTH SCIENCE LABORATORY II 1 cr. No prerequisite; corequisite: PH 102. Application of basic concepts of earth science presented in PH 102 to collecting facts, examining information, and drawing conclusions in a scientific manner.

107. INTRODUCTORY PHYSICS BY EXPERIMENT I 4 cr. No prerequisite; corequisite: PH 107L. For students who are not majoring in the physical sciences. Computer-aided tools used to study a selected number of topics, mainly in classical mechanics. Group projects. Meets for two 2-hour sessions weekly in a laboratory setting.

107L. INTRODUCTORY PHYSICS BY EXPERIMENT LABORATORY I 0 cr. Corequisite: PH 107. This laboratory is an integral part of PH 107.

113. INTRODUCTORY ASTRONOMY 3 cr. No prerequisite; corequisite: PH 113L. For students who are not majoring in the physical sciences. Historical development of the understanding of the universe; tools and techniques. The sun as a star; stellar origin and evolution. Galaxies and the universe. The solar system as known through space exploration. Slides, films, and observing with telescopes.

113L. INTRODUCTORY ASTRONOMY LABORATORY 1 cr. Corequisite: PH 113. Experiments are designed to develop an appreciation of the scientific method and of the methodology used to acquire data. Software developed in the CLEA Project provides a number of experiments that allow the measurement of properties of stars, and the study of planetary motion.
125. GENERAL PHYSICS I 3 cr. Corequisites: PH 125L and calculus. Suitable for biology, premedical, and predental majors. Topics from the areas of mechanics, vibration and sound, wave motion, solids and fluids, and thermodynamics. High school physics or a conceptual physics course such as PH 107 is strongly recommended as a prerequisite. Students who have not had high school physics and who wish to register for this course should consult with the department chair prior to registering.

125L. GENERAL PHYSICS LABORATORY I 1 cr. each Prerequisite or corequisite: PH 125. Experiments designed to complement PH 125. Two hours of laboratory per week.

126. GENERAL PHYSICS II 3 cr. Prerequisite: PH 125; corequisite: PH 126L. Suitable for biology, premedical, and predental majors. Topics from the areas of optics, electricity, magnetism, and modern physics.

126L. GENERAL PHYSICS LABORATORY II 1 cr. each Prerequisite or corequisite: PH 126. Experiments designed to complement PH 126. Two hours of laboratory per week.

197. SPECIAL TOPICS IN PHYSICS 1-3 cr. No prerequisite; corequisite: PH 197L. For non-science majors. Topics are published in the schedule of classes for the applicable term.

197L. SPECIAL TOPICS IN PHYSICS LABORATORY 1 cr. Corequisite: appropriate section of PH 197. Experiments designed to complement the material covered in PH 197. For non-science majors.

215-216. PHYSICS I, II 3 cr. each Corequisites: MT 135, 136; PH 215L-216L. For science, mathematics, and pre-engineering majors. 215: mechanics and thermodynamics. 216: electricity, magnetism, vibrations and waves. Emphasis on the foundations of physics and applications to the physical sciences and engineering. High school physics or a conceptual physics course such as PH 107 is strongly recommended as a prerequisite. Students who have not had high school physics and who wish to register for this course should consult with the department chair prior to registering.

215L-216L PHYSICS WORKSHOPS I, II 1 cr each. Corequisites: PH 215-216. Experiments designed to aid assimilation of selected topics treated in PH 215-216. Two hours of laboratory per week.

246. MODERN PHYSICS 3 cr. Prerequisite: PH 216; corequisite: MT 233. Basic physical theories governing elementary particles, nuclei, atoms, molecules, and their interactions; relativity, quantum theory, radioactive decay, fission, fusion, spectra, and the solid state.


325. THERMODYNAMICS 3 cr. Prerequisite: EP 217. Thermodynamic principles and their application to solid, liquid, and gaseous systems, thermal equilibrium, phase transitions, and transport properties.

Physics

395. INDEPENDENT STUDY 1-3 cr. Prerequisite: acceptance of the study topic by a member of the Physics Department who agrees to monitor the study.

396. SPECIAL LABORATORY TOPICS 1 cr. Prerequisite: junior standing. Three hours of laboratory per week. May be closely coordinated with lecture courses offered during the same term. Topics may be published in the schedule of classes for the applicable term. (Hourly tuition based on 1.5 credit hours.)

397. SPECIAL TOPICS 1-3 cr. Prerequisite: junior standing. Topics may be published in the schedule of classes for the applicable term.

407, 408. PHYSICS LABORATORY RESEARCH 2 cr. each. Prerequisite: senior standing. Four hours of laboratory per week. Participation in one of the research activities of the department.

445. QUANTUM PHYSICS 3 cr. Prerequisites: PH 246, 365. Origin of quantum theory, Schrödinger’s wave mechanics, one-dimensional systems, operators, eigenfunctions and eigenvalues, harmonic oscillator, angular momentum, the hydrogen atom. Perturbation theory and application to atoms and molecules.

453. PHYSICAL OPTICS 3 cr. Prerequisite: EP 217. Light as an electromagnetic phenomenon, interference, diffraction, reflection, refraction, polarization, dispersion, coherence, and selected current topics.


495. INDEPENDENT STUDY 1-3 cr. Prerequisites: senior or graduate standing and acceptance of the study topic by a member of the Physics Department who agrees to monitor the study.

497. SPECIAL TOPICS 1-3 cr. Prerequisite: senior or graduate standing. Topics may be published in the schedule of classes for the applicable term.

ENGINEERING PHYSICS (EP)

217. MATHEMATICAL METHODS OF PHYSICS AND ENGINEERING 3 cr. Prerequisite: MT 136. Complex numbers, complex exponential, logarithmic, and trigonometric functions. First- and second-order differential equations, including use of Laplace transformation and numerical methods to solve differential equations, applications to areas of physics and engineering. Linear algebra, application of eigenvalue problems in physics. Introduction to partial derivatives.

265. A.C. CIRCUIT THEORY 3 cr. Prerequisites: PH 216, and MT 136 or equivalent; corequisite: EP 265L. For science, mathematics, and basic engineering majors. Network theorems; sinusoidal and nonsinusoidal, natural and forced response; analysis using phasors, poles, and zeroes; frequency response and resonance; power.


266. BASIC ELECTRONICS 3 cr. Prerequisites: EP 265, MT 136; corequisite EP 266L. For science, mathematics, and basic engineering majors. Diode circuits; field effect and junction
transistor circuits; introduction to digital devices and logic circuits, and microprocessors; basic operational amplifier circuits; analysis of amplifiers.

266L. BASIC ENGINEERING PHYSICS LABORATORY II 1 cr. Corequisite: EP 266. Experiments with diode and transistor circuits, digital integrated circuits, and operational amplifiers. Two hours of laboratory per week.

388. COMPUTER LOGIC DESIGN AND MICROCOMPUTERS 3 cr. Prerequisites: CS 201, MT 136; corequisite: EP 388L. For computer science majors. Binary number systems, Boolean Algebra, combinational and sequential logic design (basic gates, adders, encoders, decoders, PLD’s, flip-flops, counters, and registers), computer organization (CPU, I/O processing, data storage, address and data bases, stack operations, interrupts and interfacing).

388L. COMPUTER LOGIC DESIGN AND MICROCOMPUTERS LABORATORY 1 cr. Corequisite: EP 388. Practical experience in designing, breadboarding, and testing simple digital logic circuits and performing simple interface experiments. Two hours of laboratory per week.


EP 454L. APPLIED INSTRUMENTAL OPTICS LABORATORY 1 cr. Corequisite: EP 454. Experiments complement EP 454. Measuring performance of optical sources, detectors, and components; applications of optical fibers; design and testing of optical instruments in selected applications. Three hours of laboratory per week. (Hourly tuition based on 1.5 credit hours.)

EP 467. SIGNALS AND SYSTEMS 3 cr. Prerequisites: EP 217, 266; corequisite: EP 467L. Techniques of dealing with discrete time and continuous time signals in linear systems, in both the time domain and the frequency domain. Fourier analysis (including the Fast Fourier Transform), Laplace transformation, and z transformation applied to real engineering problems occurring in control systems and signal processing. Sampling effects and digital filters.


EP 475. ELECTRONIC CIRCUITS 3 cr. Prerequisites: EP 217 and 266, or consent of instructor; corequisite: EP 475L. Analysis and design of circuits using discrete or special electronic devices. Transistors, FETs, and thyristors; power supply circuits; optoelectronic devices.


EP 478. APPLIED DIGITAL ELECTRONICS 3 cr. Prerequisites: EP 217 and 266, or consent of instructor; corequisite: EP 478L. Design and analysis of digital systems consisting of combinational and sequential logic by means of Boolean algebra and Karnaugh techniques. Hardware implementation using TTL and CMOS integrated circuits, including programmable
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logic devices. Decoders, multiplexers, asynchronous and synchronous counters. Introduction to analog/digital/analog converters.


EP 496. SPECIAL LABORATORY TOPICS 1-3 cr. Prerequisite: consent of instructor. Laboratory experimentation planned to complement each student’s program. Some sections of the course may be closely coordinated with lecture courses offered during the same term. (Hourly tuition based on 1.5 credit hours per credit.)
Political Science (PO)

Professor: L. M. Schwab; Associate Professors: L. L. Bowen, A. Sobisch, P. A. Mason; Assistant Professors: D. R. Hahn, D. N. Birch (Chair), E. A. Stiles, M. A. Peden; Visiting Instructor: M. DeBaz

The Department of Political Science seeks to facilitate the acquisition of knowledge about politics and to hone intellectual skills that encourage analysis and evaluation of that knowledge. Political science is a social science discipline in the tradition of the liberal arts and sciences. Its subject matter embraces political institutions of government, political behavior, and political theory. The goals of the Political Science Department are: (1) to promote student learning about politics and political science; (2) to improve basic intellectual skills—analytical reasoning, critical thinking, written communication, and problem solving; (3) to promote awareness, interest, concern, and involvement in community affairs at all levels; and (4) to provide a foundation for postgraduate studies (public affairs, political science, public policy, public administration, law, and other related fields) and careers—particularly in public service (e.g., public policy analysis, public administration, and electoral politics), education, political journalism, law, and the private sector (domestic and international).

The major includes five core courses, seven elective courses beyond the 100 level (with no more than three at the 200 level and at least one at the 400 level exclusive of PO 400 and 403), and a capstone course (PO 400). The five core courses are: United States Politics (PO 101), Comparative Politics (PO 102), International Relations (PO 103), Political Thought (PO 104), and Political Science Research Methods (PO 300). PO 300 should be taken by the end of the junior year. The seven elective courses may be concentrated in one area or distributed across several areas. The capstone course (PO 400) should be taken during the second semester of the senior year. As part of this course, political science majors take the Major Field Achievement Test.

The department recommends that students take an introductory course (100 level) in an area (e.g., United States Politics) before taking upper-division courses in that area.

Political science students pursue careers in a variety of fields. These include government, politics, law, education, business, and journalism. Students intent on acquiring a secondary teaching licensure for social studies or history and government should seek the advice of the Political Science Department and be admitted as special students to an appropriate core and set of specialized courses.

The Department of Political Science sponsors the Mu Upsilon chapter of Pi Sigma Alpha, the national political science honorary society. Membership is open to students whose academic records reflect outstanding achievement and demonstrated interest in the study of political science. The department also sponsors the Political Science Association, which provides students with the opportunity to participate in activities such as model UN programs.
Political Science

Major and Minor Requirements

Major in Political Science: 37 credit hours. The political science core: PO 101, 102, 103, 104, 300; 21 hours of elective courses (200, 300, and 400 level) concentrated in one area or distributed across several areas; no more than nine hours can be at the 200 level; one of the elective courses must be a 400-level (3 hours but exclusive of PO 403) course; and PO 400. AR 291 (Justice and Democracy in a Global Context) also counts toward the major in Political Science.

Minor in United States Politics: 18 hours. PO 101 and 15 hours elected from among PO 204, 207, 213, 241, 295, 301, 302, 303, 305, 309, 310, 312, 314, 315, 316, 317, 318, 319, 343, 344, 361, 363, 395, 417, 440 with no more than 6 hours at the 200 level.

Minor in Foreign Affairs: 18 hours. PO 102 and 103 and 12 hours elected from among AR 291, PO 220, 241, 254, 296, 297, 311, 320, 334, 335, 337, 344, 351, 355, 356, 357, 396, 397, 420, 428, 445, 458, with no more than 6 hours at the 200 level.

Minor in General Political Science: 18 hours. Two courses at the 100 level and four additional courses (that can include AR 291), with no more than 6 hours at the 200 level.

NOTE: With the permission of the department chair, PO 398 can be used to fulfill minor requirements in either U.S. Politics or Foreign Affairs depending on the specific emphasis of a particular PO 398 offering. All special topics courses count toward the minor in General Political Science.

Minors and Interdisciplinary Concentrations

Majors of departments other than political science are encouraged to pursue a minor in either American politics, foreign affairs, or general political science.

The department participates in the following interdisciplinary concentrations: Africana Studies, Public Administration and Policy Studies, International Studies, Perspectives on Sex and Gender, Environmental Studies, Latin American Studies, Modern European Studies, and Political Communication. Students interested in one of these programs should consult the department chair. See the section on interdisciplinary concentrations in this Bulletin.
Political Science Core

101. UNITED STATES POLITICS 3 cr. The United States political system in theory and practice; political processes, institutions, individual and group behavior; the relationship of the political system to the organizational and economic environments.

102. COMPARATIVE POLITICS 3 cr. Introduction to the comparative study of political behavior and institutions in various countries.


104. POLITICAL THOUGHT 3 cr. Examination of the assumptions, methods, and substantive positions of selected political theorists as a basis of analyzing political life. Themes include sovereignty, power, equality, slavery, peace, representation, identity, force and violence.

204. INTRODUCTION TO POLICY STUDIES 3 cr. Introduction to the public policy process; institutions that structure and implement policy responses, models of decision-making, analytical and evaluative methodologies, epistemological approaches, normative concerns. Policy areas investigated to illustrate both the actual and symbolic impact of the policy process within diverse political settings.

207. POLITICS OF EQUALITY 3 cr. Defining the concept of equality within political, social, and economic parameters; analysis of equality as policy goal. Categories of race, sex, and sexual orientation considered in terms of the meaning and value of the concept of equality.

213. POLITICS IN THE 50 STATES 3 cr. Comparative study of the political systems in the fifty states with emphasis on legislatures, governors, bureaucracies, courts, political parties, interest groups, political participation, elections, and public policies.

220. EUROPEAN UNION SIMULATION 3 cr. Simulation course which models the policy-making process within the European Union. Includes a three-day conference in November in Washington, D.C. Each student will take on the role of a political decision-maker from an EU member. Offered fall term of even-numbered years.

241. RELIGION, CULTURE AND POLITICS 3 cr. Explores ways that relationships among religion, culture, and politics are expressed within nations and across national borders. Incorporates comparative perspectives and field opportunities.

254. LATIN AMERICAN POLITICS 3 cr. Provides a broad historical and regional overview of the political, economic, and social issues that have shaped Latin American politics. Though the countries will vary from year to year, the course will select a few Latin American countries for specific case study of their contemporary political issues.

AR 291. JUSTICE AND DEMOCRACY IN A GLOBAL CONTEXT 3 cr. See page 134 for course description.

295. SPECIAL TOPICS IN UNITED STATES POLITICS 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first- and second-year students or for prospective majors.
Political Science

296. SPECIAL TOPICS IN COMPARATIVE POLITICS 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first- and second-year students or for prospective majors.

297. SPECIAL TOPICS IN INTERNATIONAL RELATIONS 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first- and second-year students or for prospective majors.

298. SPECIAL TOPICS IN POLITICAL THOUGHT 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first- and second-year students or for prospective majors.

Advanced Courses

300. POLITICAL SCIENCE RESEARCH METHODS 3 cr. Introduction to principles of political (and social) science research. The key concepts of social science research: the philosophy of science, variables, hypotheses, measurement, research designs, sampling, data collection, and data analysis. Should be taken by the end of the junior year.

301. U.S. CONGRESS 3 cr. Committees, leaders, party organizations, and floor proceedings in Congress; elections, legislative reform, lobbyists, and legislative behavior.

302. PUBLIC ADMINISTRATION 3 cr. Principles and practices of public administration; theories of bureaucracy with an emphasis on the U.S. experience; proposals for reconciling effective administration of public policy with democratic norms.

303. AMERICAN PRESIDENCY 3 cr. 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 light of effective leadership and public accountability.

305. SEX, GENDER, AND POLITICS 3 cr. Examination of theories of gender and their implication for public policies affecting the political, economic, and social status of women and men in the United States.

309. BUDGET AND SOCIAL WELFARE POLICIES 3 cr. Analysis of policy issues related to the federal budget and social programs such as social security, welfare, and health care.

310. THE POLITICS OF RACE 3 cr. Analysis of race as a social, political, and legal construct; examines social and political implications of these constructions. Social movements organized around the politics of race; responses of political systems to issues of racial inequality.

311. AMERICAN FOREIGN POLICY 3 cr. 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.

312. URBAN POLITICS 3 cr. Comparative study of the political systems of urban areas with emphasis on the forms of urban government, metropolitan government, political machines, elections, interest groups, local executives, city councils, and bureaucracies.

314. CONSTITUTIONAL POLITICS 3 cr. Investigation of Supreme Court interpretations of the Constitution. Case-study approach to the politics of judicial review, intergovernmental relations, and the commerce, taxing, treaty, and war powers.

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Political Science

315. CIVIL RIGHTS AND LIBERTIES 3 cr. Conflict in American society between majority rule and minority rights. Case-study approach to freedom of speech, press, religion, and association, the protections of due process, the rights of the accused, the equal protection of the laws, voting rights, and privacy.

316. SOCIAL MOVEMENTS 3 cr. Focusing primarily on the United States, how and why social movements form in a democratic society, the use of extra-institutional political tactics, the ways they maintain themselves against strenuous opposition, and the dynamics of movement decline.

317. JUDICIAL PROCESS 3 cr. Analysis of the role of the courts in the political process and the impact of law on society: structure of federal and state judiciaries, judicial selection, models of judicial decision making, and the implementation of judicial decisions.

318. INTEREST GROUPS AND POLITICAL PARTIES 3 cr. How interest groups affect the American political process. Analysis of interest-group behavior in electoral politics and in the policy process; theory and structure of groups, the rise of political action committees (PACs), and single-issue voters, the functions and activities of the political parties.


320. CHRISTIAN DEMOCRACY IN EUROPE 3 cr. One of the most important contemporary political movements in Europe. Development of Catholic political and social thought from the French Revolution to the present; and the role played by Christian Democratic parties in eight countries today.

321. WEST EUROPEAN POLITICS (420) 3 cr. Prerequisite: PO 102. Political systems and processes of the nations of Western Europe: their different constitutional arrangements; political parties; political behavior; and public policies. Emphasis on the European Union and politics of European integration.

334. INTERNATIONAL ORGANIZATION 3 cr. Development of global and regional international organization. Analysis of the structure, procedures, operations, and problems of international governmental institutions. Role of international organizations in maintaining peace and security among member states.

335. THE NEW TERRORISM 3 cr. Varieties of politically motivated violence with an emphasis on terrorism; theoretical and normative problems of defining terrorism and classifying various groups as agents of terrorism; major terrorist groups in existence today; political motivations of terrorists and other extremist groups as well as dilemmas faced by U.S. counter-terrorism policies and strategies.

337. INTERNATIONAL LAW 3 cr. Case-study approach to the nature, sources, force, and development of international law and its application to contemporary problems.

341. ANCIENT AND MEDIEVAL POLITICAL THOUGHT 3 cr. Foundational beginning of Western political thought. Analysis of the impact of the Judeo-Christian metaphysics on Greek thought in Augustine and Aquinas. Plato and the rational polis, organic community and the individual, telos and human nature, the relationship of moral knowledge to governance, the relationship of metaphysics and epistemology to human nature, society, and natural law.
Political Science

342. MODERN POLITICAL THOUGHT 3 cr. Impact of science on the study of politics, rise of the “individual” and social contract theory, the relationship between Enlightenment and revolutionary thought, critiques of Enlightenment and liberalism, examination of European biases and their meanings for political thought.

343. CONTEMPORARY POLITICAL THOUGHT 3 cr. The relationship between morality and politics, centered on the “redistribution versus recognition” debate in contemporary political thought. Impact of Rawls and the social contract tradition, feminist responses to the definition of the political, the meaning of the Holocaust to Enlightenment-influenced political thought, application of post-structural analyses.

344. ISSUES AND PROBLEMS IN DEMOCRATIC THOUGHT 3 cr. Human rights, civil rights, majoritarianism, representation, nationalism, and collective violence. Incorporates historical and comparative perspectives; field opportunities.

351. BERLIN SEMINAR 3 cr. Intensive introduction to the city of Berlin, Germany, focusing on Berlin as capital of empire, republic and the Nazi regime, as divided city during the cold war, and as center of the reunified Federal Republic. Includes a ten-day study tour of Berlin during spring break preceded by a series of seminar meetings in preparation for the trip. Offered spring semester of odd-numbered years. Requires additional fee for travel.

355. CATHOLICISM IN THE POLITICAL DEVELOPMENT OF LATIN AMERICA 3 cr. Catholic tradition in Latin America and its role in the development of political institutions, policies, and economic practices in the region. Includes a historical overview of Latin America and the interactions of Catholicism with political traditions important in Latin American political development—classic conservatism, classic liberalism, and Marxism.

356. POLITICS OF MEXICO 3 cr. Mexico’s political transformation of the last decades of the 20th century, economic development policy, issues of migrant labor, and economic and political relations with the U.S.

357. POLITICS OF CENTRAL AMERICA 3 cr. Political and economic issues of Central America with special attention to the issues of revolution, political transformation, and democracy in Guatemala, Nicaragua, El Salvador, and Costa Rica.

361. ENVIRONMENTAL POLITICS AND POLICY 3 cr. Analysis of the impact of public policy on environmental quality and natural resources; ecology; relationship between U.S. environmental policy and global environmental issues; environmental ethics.

363. ENVIRONMENTAL LAW 3 cr. Investigation of the role of law in protecting the environment and managing natural resources. Analysis of the nature of law, courts, administrative procedure, regulatory agencies, environmentalism, ecology, and the relationship between law and policy.

390. INTERNSHIP 1-6 cr. Internships in government and political organizations. Internship prerequisites to be arranged with intern advisor. (Only 3 credits may count toward political science major or minor.)

395. SPECIAL TOPICS IN U.S. POLITICS 3 cr. Course subject will be listed in the semester schedule. Students may register for more than one 395 course with the advice of academic advisors.
SPECIAL TOPICS IN COMPARATIVE POLITICS 3 cr. Course topic will be listed in the semester schedule. Students may register for more than one 396 course with the advice of academic advisors.

SPECIAL TOPICS IN INTERNATIONAL RELATIONS 3 cr. Course topic will be listed in the semester schedule. Students may register for more than one 397 course with the advice of academic advisors.

SPECIAL TOPICS IN POLITICAL THOUGHT 3 cr. Course topic will be listed in the semester schedule. Students may register for more than one 398 course with the advice of academic advisors.

INDEPENDENT STUDY 1-3 cr. Directed reading or individual research. Department permission required.

SENIOR CAPSTONE 1 cr. Overview of the major fields of political science. To be taken by political science majors during the second semester of their senior year. The Major Field Achievement Test in political science will be given as part of this course. Does not fulfill 400-level major requirement.

SENIOR THESIS 3 cr. Prerequisite: PO 300. Research of a topic in political science. Reviewing past research, developing a research plan, carrying out the research plan, and writing the thesis. Instructor permission required.

SENIOR EXPERIENCE 3 cr. Structured experience that provides the opportunity to address a specific problem, issue, concern, or theme in politics through a number of innovative formats, the nature of which will be determined by a collaboration between the student and instructor(s). Possible formats include service learning, political advocacy, a practicum, and tutorials, among others. Instructor permission required. Does not fulfill 400-level major requirement.

THE U.S. SUPREME COURT 3 cr. Prerequisite: PO 314 or 315 or 317 or permission of instructor. History and role of the U.S. Supreme Court in U.S. politics. Special attention given to how and why the Court renders its decisions, how it determines its docket and case load, and the impact of Supreme Court decisions. Course will have significant independent research component.

COMPARATIVE PUBLIC POLICY 3 cr. Prerequisite: PO 102 or EC 201 or 211, or EC 202 or 212. Interrelationship between politics and economics from a comparative perspective, including the philosophical underpinnings of the major political-economic systems; relationship between capitalism and democracy; origin and problems of the modern welfare state; instruments of economic policy making; relationship between economic performance and political behavior; and behavior of elected officials within the context of the competitive democratic system.

JURISPRUDENCE 3 cr. Nature of law through the prism of two principal concerns in jurisprudence—the separation of law and morality, and judicial discretion. Jurisprudential concepts such as legal validity, rules of law, principles, rights, moral and legal obligation, legal norms, ontology in natural law, natural law reconsidered, positive law, and realism.

NATIONALISM AND CITIZENSHIP 3 cr. Examination of the two dominant ways of interpreting political identity in the modern world, with both a theoretical and empirical component. Relationship between ascriptive identity and democracy, the meaning of patriotism,
Political Science

the impact of colonialism and race-thinking, and examination of the possibilities for shared political life beyond the nation-state.

458. THEMES IN POLITICAL DEVELOPMENT 3 cr. Prerequisite: PO 102 or permission of instructor. Focuses on a different theme each semester the course is offered. This course will examine topics from around the globe related to the study of political development.

460. SENIOR SEMINAR IN ENVIRONMENTAL STUDIES 3 cr. Prerequisite: consent of the instructor. Seminar structured to bring together environmental studies students from the various disciplines to investigate environmental issues and/or problems. Working from groups, students will produce a final report of recommendations which draws upon their different academic perspectives.

464. UTOPIAN THOUGHT (364) 3 cr. Role of utopian thought in the development and evolution of Western political theory. Readings of both political theory and literary utopias. Application of utopian thought to such contemporary issues as the destruction of the natural environment, political and social inequality, globalization and community, science and technology, and moral relativism.

499. SEMINAR 3 cr. Courses on a variety of topics taught in a seminar format.
Psychology (PS)

Professors: H. M. Murphy, T. R. Evans, E. v. Swenson, J. D. Larsen, D. W. Rainey, B. A. Martin (Chair); Associate Professors: N. R. Santilli, J. H. Yost; Assistant Professors: E. A. Thames, S. D. Young, D. Ben-Porath, A. A. Imam; Visiting Assistant Professors: J. Ruthsatz; T. A. Frazier

Psychology is the scientific study of all aspects of behavior and experience. The concepts and methods of science are used in the description, explanation, prediction, and modification of behavior. Psychology is a broad discipline with ties to both the social and natural sciences. It provides a broad base for a variety of academic and professional fields, including psychological research, counseling, clinical psychology, social work, business and industry, medicine, human resources, and law. In addition, an interdisciplinary concentration in neuroscience is also coordinated through the Department of Psychology.

Major and Minor Requirements

Major in Psychology: 36 credit hours. PS 101, 301, 301L; Group A: PS 318 (with 318L) or 326; Group B: one course chosen from PS 241, 261, 262; Group C: 351, 435, 457; Group D: one course chosen from PS 280, 332, 386. The remaining 18 hours are PS electives at the 200 level or above.

PS 101 is the only 100-level course that may be counted in the major.

At least 7 courses must be at the 300-400 level.

No more than 6 hours of credit for courses at or above PS 480 can be counted toward the major.

At least 18 hours in the major must be taken at John Carroll University.

A comprehensive examination, given during the senior year, must be passed by all majors in psychology.

Required Support Courses: MT 122, 123 (minimum grade of C-required in each) and one lab science course. MT 122-123 should be taken by the end of the sophomore year. MT 228 or EC 205 may substitute for MT 122.

Minor in Psychology: 21 credit hours. PS 101, 301 (with 301L), plus one course from each content group (A, B, C, and D), and one elective at the 200 level or higher.
The Psychology Major

Psychology majors receive a firm grounding in the scientific aspects of the discipline. After completing the introductory psychology course (PS 101), majors may choose from a number of courses to gain a foundation in the core areas of the discipline. Once this foundation is achieved, students may move on to upper-division specialty courses that add depth to students’ knowledge in psychology.

Psychology majors and minors are also required to complete coursework in statistics and psychological research. This training is essential for students to receive adequate preparation for either graduate study or a professional career in psychology or an allied discipline.

PS 101 is prerequisite to all courses at the 200 level and beyond in psychology, unless otherwise noted. PS 101 is the only 100-level course that may be counted in the psychology major. Majors may apply these courses to the University Core or general elective credit-hour requirements. Check the listings in the schedule of classes each semester to see which courses may be applied to Division IV and other University Core requirements.

Preparation for graduate study in psychology: Graduate study in psychology may take many forms. Students seek admission in many specialty areas, including clinical, developmental, school, experimental social, industrial/organizational, sports, comparative, neuroscience, experimental cognitive, school, or counseling psychology. The psychology major is also fine preparation for medical school, law school, business administration, or social work. Students planning to pursue a graduate degree in psychology or an allied discipline should seek a firm foundation in the core areas of psychology and obtain research experience through additional course work and independent study. The following courses are recommended for students planning graduate study: PS 241; PS 261 or 262 or 265 or 280; PS 301, 301L, 318, 326, 332, 401, 421, 435, 457, and 497N or 499. Students should plan early in their college career in order to complete the prerequisites for these courses. Students who are following specialized sequences within the major and plan on attending graduate school should consult with their sequence coordinator for completion of course requirements.

Specialized Sequences in Psychology: Psychology majors may elect to complete one of the two following sequences in applied psychology. These focused sequences were designed for students with specialized interests in either applying psychological principles in business or mental health settings. Students are encouraged to plan completion of a sequence early in their careers. Contact the sequence coordinator for details.

Industrial/Organizational Psychology: This sequence is intended for two groups of students: those who wish to pursue graduate training in I/O psychology and those seeking employment in I/O-related areas. Students will prepare for entry-level positions
Psychology

in a variety of work settings that involve job analysis, staffing, training, and performance evaluation. Students should select their courses carefully and consult with the Department of Psychology early in their program. Course prerequisites must be observed. Note that a limit of ten courses may be taken in the Boler School of Business by non-School of Business students. Those students planning to complete the I/O sequence with a business minor should take MT 122 (not EC 205). Requirements for completing both the I/O sequence and the psychology major are: all of the following: PS 101, 241, 301/301L, 359, 435, 459, 480C, 481C, two additional PS electives; one of PS 318/318L or 326; one of PS 280/280L, 332/332L, 386; four of MN 370, 373, 376, 353, CO 300, 305, EC 321, 331. Those students planning to go to graduate school should take one semester of practicum and PS 401, in place of the second semester of practicum. Coordinator: Dr. Beth Martin.

Mental Health Services: This track is intended for two groups of students: those who plan on graduate study in clinical/counseling psychology or related fields immediately or shortly after graduation, and those who will be seeking employment in some area of human services immediately after graduation. Those planning to go to graduate school should follow strictly advice given above about graduate study. In most cases these students will do only one semester of practicum. Students planning to seek employment after graduation should consider doing two semesters of practicum, either at one setting or two. Requirements for completing both the mental health services sequence and the psychology major are as follows: PS 435, 457, 462, 471, 482C or 483C, 490A; one course chosen from PS 261, 262, one of PS 280/280L or 332/332L; one of PS 318/318L or 326; and at least one additional PS elective. Coordinator: Dr. David W. Rainey.

Interdisciplinary Concentration in Neuroscience

This interdisciplinary concentration is coordinated by the Department of Psychology. The program provides an interdisciplinary approach to the study of physiology, biochemistry, and the behavior of higher animals. The program and the required courses are described in the section of this Bulletin on “Interdisciplinary Concentrations,” page 81. Coordinator: Dr. Helen M. Murphy.

Interdisciplinary Concentrations

In addition to Neuroscience, the Department of Psychology participates in the following interdisciplinary concentrations: Aging Studies and Perspectives on Sex and Gender (see pages 81-88).

101. INTRODUCTION TO PSYCHOLOGY 3 cr. Fundamental principles of behavior, including research methods, learning and cognition, biological basis of behavior, perception, motivation, human development, social psychology, personality, psychopathology, and psychological testing. This course is a prerequisite to all PS courses at the 200 level and beyond.
Psychology

140. PSYCHOLOGY OF GENDER 3 cr. Psychology and behavior of men and women examined from a variety of perspectives: biological, social-psychological, socio-political. Investigation of several topics and issues of relevance to sex roles. Does not apply to the psychology major.

145. PSYCHOLOGY AND RACE 3 cr. Psychological, biological, and sociological factors which are attributed to group differences between African Americans and Caucasian Americans in the areas of IQ, academic achievement, socioeconomic status, parental involvement, poverty, social values, and more. Social and scientific definitions of race will be explored. Does not apply to the psychology major.

150. VIOLENCE AND AGGRESSION 3 cr. Biological, psychological, and sociological aspects of violence and aggression. Basic theories and principles relevant to the topic in general and the components of specific acts and forms of violence. Does not apply to the psychology major.

199. (A, B, C) 1-3 cr. Issues pertaining to graduate programs in psychology; exploration of occupational paths for psychology majors. Specific topic and number of credits announced in semester course schedule.

226. DRUGS AND BEHAVIOR 3 cr. Prerequisite: PS 101 or BL 155. Introduction to the field of psychopharmacology with special emphasis on the relationship between drugs and human behavior. Considerations include history, routes of administration, absorption, distribution, metabolism, excretion, and adverse effects of psychoactive drugs.

241. SOCIAL PSYCHOLOGY 3 cr. Introduction to the scientific field that explores the nature and causes of individual behavior and thought in social situations. Social psychology is the science of everyday, normal behavior. Topics include nonverbal behavior, the detection of lying, attributions we make about the causes of behavior, social cognition, prejudice, self-concept, interpersonal attraction, persuasion, and aggression.

261. CHILD DEVELOPMENT 3 cr. Prerequisite: PS 101 (or ED 201 for Education majors only). Survey of the basic theories and research relative to human growth and development from conception through late childhood with emphasis on the physiological, intellectual, socio-emotional, and cultural changes associated with human life.

262. ADOLESCENT DEVELOPMENT 3 cr. Prerequisite: PS 101 (or ED 201 for Education majors only). Survey of the basic theories and research relative to human growth and development from preadolescence to young adulthood with emphasis on the physiological, intellectual, socio-emotional, and cultural changes associated with human life.

265. ADULTHOOD AND AGING 3 cr. Study of growth and development from young adulthood to old age with emphasis on life stages, transitions, and the breadth of human experience.

280. HUMAN MEMORY AND COGNITION 3 cr. Corequisite: PS 280L. What psychology has found about how people acquire and use knowledge. Topics include attention, how meaning is represented, memory, language, reasoning, and problem solving.

280L. HUMAN MEMORY AND COGNITION LABORATORY 0 cr. Corequisite: PS 280. Two hours of laboratory per week. Students conduct experiments on human cognition related to topics in PS 280.
Psychology

299. RESEARCH EXPERIENCE IN PSYCHOLOGY 1-3 cr. Prerequisite: Permission of instructor. Students who are interested in obtaining research experience, but have yet to complete PS 301, may enroll in PS 299. A beginning/intermediate-level research practicum to gain familiarity with the process of research, in areas such as (a) learning to conduct a literature review, (b) gaining familiarity with SPSS software, (c) managing and organizing databases, (d) collecting data, and (e) scoring/coding psychological measures. Supervising faculty will guide the research. This course may be repeated for a cumulative maximum of 3 credit hours.

301. EXPERIMENTAL DESIGN IN PSYCHOLOGY 3 cr. Prerequisites: MT 122, 123 (with at least a C- in each); corequisite: PS 301L. Use of naturalistic observation, surveys, correlational techniques, two group designs, and the statistical analysis of data gathered by these methods. A manuscript in APA style describing research in PS 301L is required.

301L. EXPERIMENTAL DESIGN LABORATORY 0 cr. Corequisite: PS 301. Two hours of laboratory per week. Students will work in groups to design an experiment investigating some aspect of human behavior, conduct the experiment, and analyze the data.

310. SPORT PSYCHOLOGY 3 cr. Topics: personality and sport; anxiety, arousal, and sport performance; motivation in sport; violence in sport; group dynamics in sport; socialization in sport; psychological benefits of sport and exercise; and psychology of sport injuries.

318. SENSATION AND PERCEPTION 3 cr. Corequisite: PS 318L. Structure and function of the sensory systems, how they encode environmental stimuli, and how we process these stimuli to perceive the world. Perceptual illusions demonstrated and explained.

318L. SENSATION AND PERCEPTION LABORATORY 0 cr. Corequisite: PS 318. Two hours of laboratory per week. Students will conduct experiments on human perception related to topics in PS 318.

326. PSYCHOBIOLOGY 3 cr. Prerequisite: PS 101 or BL 155. Study of the anatomical, physiological, and biochemical mechanisms underlying behavior.

332. LEARNING AND BEHAVIOR 3 cr. Corequisite: 332L. Fundamentals of classical and operant conditioning and how they may be used to change behavior in applied settings.

332L. LEARNING AND BEHAVIOR LABORATORY 0 cr. Corequisite: PS 332. Two hours of laboratory per week. Applying principles of operant and classical conditioning; specifying behavioral objectives; applying principles of reinforcement to change behavior.

342. PSYCHOLOGY OF PREJUDICE 3 cr. Survey of theories and research on the social information processing that leads to the formation of prejudice against a variety of social groups. Topics include personality, social categorization, stereotypes, child development, intergroup relations, and prejudice reduction.

343. THE SOCIAL THINKER 3 cr. Survey of theories and research examining how information processing is affected by contextual factors, motivations, emotions, and behavioral interactions.

351. THEORIES OF PERSONALITY (ED 451) 3 cr. Major personality theories with critical consideration of research support, clinical and counseling applications, and guides to self-management.
Psychology

359. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3 cr. Topics for understanding the selection and evaluation of workers within organizations. Current theories of work motivation, job design, and leadership, with an emphasis on applications within organizations.

370. PSYCHOLOGY AND LAW 3 cr. Overview of the implications of psychological theory and methods on various legal issues and the legal perspective on some psychological issues. Social science research on legal topics such as confessions, eyewitness testimony, the jury, employment discrimination, insanity, and competency. Focuses on the criminal justice system with some civil issues. No knowledge of the legal system is assumed.

386. MIND, BRAIN, AND BEHAVIOR 3 cr. Examination of the nature of mind in relationship to cellular structure, chemical signals, and operations in the brain. Association of functions of the brain with human consciousness, language, thinking, memory, and emotion. Application of modern imaging and recording techniques to explain differences between high functioning and impaired functioning individuals.

390. JUDGMENT AND DECISION MAKING 3 cr. Survey of theories and research on the social psychology of individual and group decision making within a variety of contexts.

395. SPECIAL TOPICS. 1-3 cr. A selection of courses on a variety of special topics in psychology designed for both psychology and non-psychology majors.

401. ADVANCED RESEARCH METHODS IN PSYCHOLOGY 3 cr. Prerequisites: PS 301 and PS 301L (with at least a B-) and permission of chair. Plan, conduct, and analyze data from experiments, and prepare a manuscript suitable for submission to a psychological journal.

421. HISTORY AND SYSTEMS OF PSYCHOLOGY 3 cr. Development of psychology from its philosophical antecedents to its present status as a behavioral science and profession. Recommended as preparation for the departmental comprehensive examination.

426. PSYCHOPHARMACOLOGY 3 cr. Prerequisite: PS 326 or BL 155. Not open to those with credit in PS 226. Effects of psychotropic drugs on behavior, cognitive functioning, and emotion, with an emphasis on both psychotherapeutic agents utilized in the treatment of biochemical abnormalities associated with various psychopathologies and drugs of abuse.

435. TESTS AND MEASUREMENTS 3 cr. Prerequisite: MT 122 or equivalent. Survey and evaluation of current psychological test theory. Test construction, reliability, validity and a survey of frequently used psychological tests are covered. This is not a course in test administration.

441. SEMINAR IN SOCIAL/PERSONALITY PSYCHOLOGY 3 cr. Advanced course in social/personality psychology, examining classic and current literature on psychological perspectives on the self (including its nature, as well as self-esteem enhancement, maintenance, and protection strategies) and other important topics in social/personality psychology.

457. PSYCHOPATHOLOGY 3 cr. Prerequisites: PS301/PS301L. Historical theories and controversies about psychopathology and the etiology and symptoms of selected categories of emotional disturbance, with special reference to the current Diagnostic and Statistical Manual.

459. PERFORMANCE EVALUATION AND GOAL SETTING 3 cr. Prerequisite: PS 359 or MN 325. Integration of applied and theoretical principles of performance evaluation and goal setting into today’s workplace.
### Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>462</td>
<td>COUNSELING THEORY AND PRACTICE</td>
<td>3 cr.</td>
<td></td>
<td>Historical theories of counseling/psychotherapy and the research evaluating those theories. Ethical and legal context of counseling and development of basic counseling skills and a personal approach to counseling.</td>
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<tr>
<td>470</td>
<td>SEMINAR IN CHILDREN IN THE LEGAL SYSTEM</td>
<td>3 cr.</td>
<td></td>
<td>Seminar covering an overview of relevant case and statutory law pertaining to children and families. Topics include parental rights, child protection, child custody, foster care, juvenile justice, children’s rights, children in the courtroom, decision making, school authority, and the termination of the parental relationship. A term paper and participation in a mock trial are required.</td>
</tr>
<tr>
<td>471</td>
<td>SEMINAR IN ETHICS IN PSYCHOLOGY</td>
<td>3 cr.</td>
<td></td>
<td>Professional ethics in the field of psychology. Ethical dilemmas that confront mental health service providers and counselors, researchers, university-level educators, and those in psychology-related fields who work in other settings. Basis for the course is the American Psychological Association Ethical Principles of Psychologists and Code of Conduct and how it is useful in the analysis and resolution of ethical dilemmas.</td>
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<tr>
<td>475</td>
<td>INTRODUCTION TO CLINICAL PSYCHOLOGY</td>
<td>3 cr.</td>
<td>PS 457</td>
<td>Survey of the field, history of the discipline, and the role of clinical psychology in the mental health field. Topics include the principles of psychological assessment, prevention, clinical research pertaining to a variety of populations, and research on treatment effectiveness.</td>
</tr>
<tr>
<td>477</td>
<td>SENIOR SEMINAR</td>
<td>3 cr.</td>
<td>Permission of instructor</td>
<td>Students following the Mental Health Services track will discuss issues related to the delivery of mental health services. Past topics include child and adolescent psychopathology, bipolar disorders, and dissociative disorders.</td>
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<tr>
<td>480-489</td>
<td>PRACTICA IN PSYCHOLOGY</td>
<td>1-3 cr.</td>
<td>Junior and senior psychology majors with permission of instructor</td>
<td>Supervised application of psychological principles and techniques in appropriate settings. Arrangements for the practicum site need to be completed, in consultation with the instructor, in the semester prior to the placement. A scholarly paper, developed in conjunction with the supervising faculty member, is required.</td>
</tr>
<tr>
<td>480-481</td>
<td>PRACTICUM IN I/O PSYCHOLOGY</td>
<td>1-3 cr.</td>
<td></td>
<td>Business and industrial settings.</td>
</tr>
<tr>
<td>482-483</td>
<td>PRACTICUM IN MENTAL HEALTH</td>
<td>1-3 cr.</td>
<td></td>
<td>Educational and clinical settings.</td>
</tr>
<tr>
<td>486-487</td>
<td>PRACTICUM: THE HOSPITALIZED CHILD</td>
<td>3 cr.</td>
<td>PS 261 and consent of instructor</td>
<td>Sequence of supervised experience in the application of psychological principles and techniques to physical and emotional problems with infants, children, adolescents, and their families in a university medical setting.</td>
</tr>
<tr>
<td>488-489</td>
<td>PRACTICUM IN GENERAL PSYCHOLOGY</td>
<td>1-3 cr.</td>
<td></td>
<td>Educational, clinical, governmental, business, and industrial settings.</td>
</tr>
<tr>
<td>492-493</td>
<td>APPLIED PSYCHOLOGY</td>
<td>1 cr.</td>
<td>Permission of instructor</td>
<td>Graded: credit/no credit. Students will work in the psychology tutoring room for 5 hours per week, serving as resource persons to help students better understand the material in their textbooks and/or lectures. This course is not applicable to the psychology major.</td>
</tr>
<tr>
<td>495</td>
<td>SPECIAL TOPICS IN PSYCHOLOGY</td>
<td>3 cr.</td>
<td></td>
<td>Series of courses on a variety of special topics in psychology designed for senior psychology students.</td>
</tr>
</tbody>
</table>
Psychology

496. READINGS IN PSYCHOLOGY 1-3 cr. Prerequisite: permission of instructor and department chair. Supervised readings course for advanced undergraduates, mutually arranged by each student and a faculty member so that the student may become informed in depth on a specialized topic in psychology. A critical and original review of the literature is required. A course plan must be developed with the instructor and approved by the department chair prior to enrollment.

497N. INDIVIDUAL RESEARCH PROJECT IN NEUROSCIENCE 3 cr. Prerequisite: permission of instructor and approval of neuroscience coordinator. Advanced undergraduate participation in the conception, design, execution, and reporting of a research project in neuroscience. Research should be potentially publishable, with the student’s contribution such as to warrant citation as co-author. A course plan must be developed with the instructor and approved by the neuroscience coordinator prior to enrollment.

498. PRACTICUM IN RESEARCH METHODS 3 cr. Prerequisite: PS 301 and permission of instructor. Practicum in research methods, and assisting instructor by serving as resource person for students in PS 301.

499. INDIVIDUAL RESEARCH PROJECT IN PSYCHOLOGY 1-3 cr. Prerequisite: PS 401 and permission of instructor and chair. Advanced undergraduate participation in the conception, design, execution, and reporting of a research project in psychology. Research should be potentially publishable, with the student’s contribution such as to warrant citation as co-author. A course plan must be developed with the instructor and approved by the department chair prior to enrollment.
Religious Studies (RL)

Professors: J. F. Kelly (Chair), D. R. Mason, D. K. Donnelly, P. Lauritzen, J. R. Spencer, T. L. Schubeck, S.J., S. E. McGinn; Visiting Professor: Joseph Bracken, S.J. (Tuohy Chair); Associate Professors: J. M. Nuth, P. K. Nietupski; Assistant Professors: S. T. Krupa, S. J., Z. Saritoprak (Said Nursi Chair in Islamic Studies); Pastor in Residence: V. Lassiter; Writer in Residence: D. Cozzens

The study of the religious experience of humanity is an academic discipline which John Carroll University considers to be an integral part of a liberal education. As a Jesuit and Catholic university, John Carroll also provides the opportunity for its students to choose elective courses designed to give them an understanding of their faith commensurate with their other learning. The University Core requirement in religious studies is satisfied by RL 101 and a second appropriately designated 3-credit RL course at the 200 or 300 level.

Major and Minor Requirements

Major in Religious Studies: RL 101 plus 36 credit hours.
RL 200, 205, 220 or 221, 231 or 237, 250 or 255 or 256 or 257, 260. 
One 3-cr., upper-division course in philosophical or systematic theology. 
One 3-cr., upper-division course in religious ethics. 
Three upper-division elective courses (9 cr.). 
RL 492 (3 cr.). 
AR 291 (Justice and Democracy in a Global Context) also counts toward the major in Religious Studies.

At least half of the six upper-division courses must be on the 400 level.

A comprehensive examination is required.

Although not required, RL majors are strongly encouraged to study abroad.

Minor in Religious Studies: RL 101 plus 21 credit hours, 9 of which should come from three of the following areas, and at least one 3-credit course must be on the 400 level.
Scripture – RL 200 or 205 
History of Christianity – RL 220 or 221 
Philosophical or Systematic Theology – RL 231 or 232 or 237 
World Religions – RL 250 or 255 or 256 or 257 
Religious Ethics – RL 260
Religious Studies

RL 101 is a course designed to introduce students to religious studies as an academic discipline and to address several issues and topics fundamental to the discipline. The options for the second course allow students to continue study, in greater depth, of one or more of the issues and topics introduced in the first course.

RL 101 is prerequisite for all other courses offered in the department.

Courses at the 200 and 300 level are open to all students except where prerequisites are specifically stated. The difference between 200 and 300-level courses is that 300-level courses have a more specific or limited focus. Enrollment by non-majors in courses at the 400 level requires authorization by the chair.

The Department of Religious Studies offers a major and a minor. The major in religious studies may serve as partial fulfillment of the requirement for the certification of elementary and high school teachers of religion in the Diocese of Cleveland.

The department is privileged to offer courses with the support of three different endowments, the Walter and Mary Tuohy Chair of Interreligious Studies, the Bediüzzaman Said Nursi Chair in Islamic Studies, and the Bernard Hollander Lectureship in Jewish Studies. For details on these programs, see pages 317 and 319-320.

Program requirements and course descriptions for the master of arts degree in religious studies are published in the Graduate School Bulletin.

101. INTRODUCTION TO RELIGIOUS STUDIES 3 cr. Introduction to the academic study of religion. Topics include the nature of religion; the human search for meaning; revelation; symbol, myth, and ritual; faith as it relates to reason, experience, and morality. Introduction to the areas of scripture, theology, ethics, and religious traditions. RL 101 is designed to prepare students for courses at the 200 and 300 level.

200. OLD TESTAMENT INTRODUCTION 3 cr. Historical and cultural environment of the Old Testament (Hebrew Bible), its nature and composition, and its religious and theological developments.

205. NEW TESTAMENT INTRODUCTION 3 cr. Development and composition of the New Testament, the historical, cultural, and religious environment out of which it arose, and the various theological perspectives found within it.

220. HISTORY OF CHRISTIANITY I 3 cr. Christianity from its origins to 1300: the earliest communities, the encounter with the Roman world, establishment of Christian intellectual and artistic life, conversion of the barbarians, rise of the papacy, the Gothic age.

221. HISTORY OF CHRISTIANITY II 3 cr. Christianity from 1300 to the modern era: decline of the Medieval Church, the Reformation and Counter Reformation, challenge of the Enlightenment, extension to the Americas, Africa, and Asia, the American experiment, secularization, ecumenism, churches of the Third World.

222. ECUMENICAL COUNCILS OF THE CATHOLIC CHURCH 3cr. Historical survey of the twenty-one ecumenical councils of the Catholic Church from the ancient to the modern
Religious Studies

world. Emphasis on the historical circumstances which occasioned the councils and on the council’s doctrinal and pastoral teachings.

223. AFRICAN AMERICAN RELIGION 3 cr. The African American religious experience, including historical roots of African religion essential to slave Christianity, development of the institutional church, and spiritual expressions influencing African American worship styles. Important political and social foundations of the church from which political and social organizations were created, as well as African American theology.

227. INTRODUCTION TO EASTERN CHRISTIANITY 3 cr. History, spiritualities, iconography, theologies and current practices of the Eastern Christian Churches. Study of the Eastern Catholic, Eastern Orthodox, and Oriental Orthodox Churches. Presentations provided by experts from various Eastern Churches.

228. AMERICAN CHRISTIANITY 3 cr. Development of Christianity in the United States from the colonial period to the present. Emphasis on the interaction between Christianity and American culture and on the development of Roman Catholicism in the U.S. Topics include the Puritans, religious liberty, abolition, revivalism, immigration, nativism, the Industrial Revolution, Catholic education, prohibition, fundamentalism, rise of the laity, modern secularism.

231. CONTEMPORARY CATHOLIC THEOLOGY 3 cr. Overview of Roman Catholic theological themes and issues since the Second Vatican Council (1962-65) with attention to selected areas: scripture, grace, sin, redemption, the role of Jesus, the Church, ethical norms and morality, and sacraments.

232. JESUS: PERSON AND SAVIOR 3 cr. Examination of the ways Christians have understood the person and work of Jesus. Use of scripture and tradition to illumine how those who confess him as Savior have defined him and to provide means for traditional and creative thinking about the central figure of Christian faith.

233. THEOLOGY IN THE LIGHT OF VATICAN COUNCIL II 3 cr. How Vatican Council II (1962-65) gave impulses and guidelines to theological thinking: sources witnessing to God’s word, attention to historical context, and bringing good news to the whole human family. Analysis of Vatican II teachings, such as human dignity and freedom, Christ’s salvation and the religions, and Catholic Church’s self-understanding.

234. RELIGION AND PSYCHOLOGY 3 cr. Survey of several works by such psychologists as Sigmund Freud and Carl Jung which treat the topic of religion; a theological response to the works.

237. CONTEMPORARY PROTESTANT THEOLOGY 3 cr. Main ideas and expressions of Protestantism; selected writings of major modern Protestant theologians.

250. INTRODUCTION TO JUDAISM 3 cr. Historical overview of the development of Judaism from its Biblical beginnings through the modern period, together with a discussion of the major religious ideas of classical Judaism.

255. ISLAM 3 cr. Study of the historical and scriptural foundations of Islam, its theology, and social structures. Topics include study of the Qur’an, the Five Pillars, Muslim lifestyles, the spread of Islam, Muslim contributions to world culture, and different manifestations of Islam.
Religious Studies

256. BUDDHISM 3 cr. Buddhist religion from its beginnings to its decline in India. Transmissions to and preservation of Indian traditions in Tibet, East Asia, China, Southeast Asia. Buddhist history, regional variations, philosophical positions, and social/political applications.

257. HINDUISM 3 cr. Brahmanical religions in India from introduction of the Vedas and Upanishads to the modern period. Includes the study of devotional movements, art, brahmanical theologies and philosophies, Indian social and political structures.

260. MORAL DECISION MAKING 3 cr. Examination of contemporary moral issues with a focus on methods for analyzing and evaluating moral problems, as well as the sources from the Christian tradition which form moral identity and inform ethical decisions.

264. AFRICAN AMERICAN CHRISTIAN SOCIAL ETHICS 3 cr. Nature, origins and functions of African American ethical response as related to social, political, and religious belief systems. Emphasis on historical and social translation of values dictated by African American religion and theology. Topics include African American social Christianity; ethical/political issues of religion; womanist ethics; and current ethical dialogues.

272. CHRISTIAN SPIRITUALITY 3 cr. Basic introduction to the centrality of Jesus, the church, social justice, human sexuality, and a life of prayer as essential components for a vital Christian spiritual life for our time.

299. SPECIAL TOPICS 1-3 cr. Selected topics in one of the areas of religious studies. Selected content and number of credits to be announced when offered.

300. HISTORY OF THE ANCIENT NEAR EAST (HS 300) 3 cr. History, culture, and religion of Egypt, Mesopotamia, and Syro-Palestine.

301. ARCHAEOLOGY AND THE BIBLE 3 cr. Principles and methodologies of archaeology; examination of how archaeology broadens and informs our understanding of the world and events of the Bible.

306. JESUS OF NAZARETH 3 cr. Prerequisite or corequisite: RL 205 or equivalent. Introduction to the historical person Jesus of Nazareth. Jesus’ words and deeds as they would have been understood by his own contemporaries. Comparisons to how Jesus was later understood and portrayed by his followers and in popular media (e.g., art, literature, cinema).

307. SYNOPTIC GOSPELS 3 cr. Prerequisite or corequisite: RL 205 or equivalent. Investigation of the earliest Christian narratives, the “synoptic gospels” of Mark, Matthew, and Luke, analyzed in terms of their new literary genre and of the communities to which they witness, as well as of the different theological perspectives which they convey concerning Jesus (his life, teachings, death, and resurrection) and his community of disciples.

308. THE WORD OF GOD IN CATHOLIC PERSPECTIVE 3 cr. Biblical accounts of God’s revelation to humans through his prophets and in his Son Jesus; official recognition of biblical books as the Church’s authoritative canon of Scripture. Catholic perspective on how Scripture is “inspired by the Holy Spirit.” Consequences for interpreting the Bible as human historical words which bring to us today God’s own Word.

312. CONTEMPORARY JEWISH PRACTICE 3 cr. Survey of customs and ceremonies including holiday observances, Sabbath and daily worship, and life-cycle rituals. Historical and traditional origins and development of these practices. Visits to synagogues for worship services and special events optional.
Religious Studies

313. MODERN TRENDS IN JUDAISM 3 cr. Nineteenth-century foundations of contemporary Judaism; development of Orthodox, Conservative, and Reform Judaism; Zionism and secularism; influence of the Holocaust and the rebirth of the State of Israel on Jewish thought.

315. THE HOLOCAUST AND ITS MEANING 3 cr. Reaction of Jewish and Christian intellectuals to the Nazi attempt to destroy the Jewish people; analysis of accounts of Holocaust survivors; the singular witness of Elie Wiesel; significance of the Holocaust for Jewish-Christian dialogue.

320. HISTORY OF CHRISTMAS 3 cr. Origins of the feast; gospel infancy narratives; apocryphal traditions; Christology; Christmas in Medieval art, music, and drama; the cult of Saint Nicholas; Puritan attack on the feast; the struggle for Christmas in nineteenth-century American churches; modern secularization.

321. HISTORY OF THE IDEA OF EVIL 3 cr. Problem of evil from its biblical origins to the modern period with emphasis on the interaction between religious notions and cultural forces. Topics include the Book of Job, the rise of Satan, Augustine and original sin, Aquinas, Dante, the Reformation, the Enlightenment, demonic and Gothic, modern theological and scientific approaches.

322. GOD AND RADICAL EVIL IN THE MODERN WORLD 3 cr. Development of the idea of God’s relation to evil from the Renaissance until today; emphasis on the changing notion of evil in response to cultural changes such as the Enlightenment and Darwinism; the demonic and the Gothic in the nineteenth century; modern literary and philosophical theodices; theological responses.

323. AFRICAN AMERICAN THEOLOGY 3 cr. Survey of the theological foundations and systems which dominate African American religious thought; contemporary theological issues relating to Biblical ideals, liberation and justice, Black feminist theology, and concepts from the African American religious experience.

324. LIFE, TIMES, AND THEOLOGY OF MARTIN LUTHER KING, JR. 3 cr. Life, career, and teaching of the civil-rights leader and Christian theologian; sources of his unique theology; analysis of speeches and writings; King’s relationship to thinkers such as Tillich and Gandhi; milestones of justice and peace.

325. WOMEN IN CHRISTIAN TRADITION 3 cr. Lives and writings of prominent women within the Christian tradition from the viewpoint of contemporary feminist theology. Emphasis on women’s contribution to theology in light of their historical context.

326. HISTORY OF THE PAPACY 3 cr. Origins of the papacy in the Roman world; growth of papal influence in the Early Middle Ages; decline of the papacy and rise of Protestantism; Counter Reformation; the popes and the absolute monarchs; the Enlightenment attacks; responses to European revolutions; the papacy and European totalitarianism; the papacy and the Third World; the popes and modern democratic trends.

328. THEOLOGY OF AFRICAN AMERICAN SACRED MUSIC 3 cr. Survey of theological issues and constructs in African American sacred music. Musical theology of Negro spirituals as starting point in discovering expressions of biblical and societal musings. Gospel music as well as anthematic presentations present a basic understanding of life and being in the African American experience.
Religious Studies

330. CONTEMPORARY APPROACHES TO THEOLOGY 3 cr. Several approaches to important theological issues, such as models of the Church, the feminist critique, ecumenical and interfaith dialogue; which Jesus do Christians proclaim? Among theologians to be read are Dulles, Küng, Ruether, Fiorenza, Knitter, Hick, Gilkey, and Ogden.

331. MODELS OF GOD 3 cr. Comparison of several models for understanding God and God’s relations to the world: personal models (Mother, Friend); soul-body model; traditional models (Monarch, Being Itself); process models (Cosmic Lover, Creator-Redeemer-Liberator); God as Mystery. Among theologians to be read are Aquinas, Kierkegaard, Teilhard de Chardin, Hartshorne, Ogden, and McFague.

332. SIN, GRACE, AND WHoleness 3 cr. The human being understood in relation to God and in conflict with evil, as seen in the works of Paul, Augustine, Julian of Norwich, Martin Luther, Karl Rahner, and contemporary liberation and feminist theologians.

333. ECOLOGY AND THEOLOGY 3 cr. Christian doctrine in light of the contemporary ecological crisis. Areas of study include creation, doctrine of God, theological anthropology, christology, and eschatology. Method followed will be that of liberation theology, with the goal of attempting an interpretation of Christianity sensitive to the preservation of the earth and its resources.

334. CHRISTOLOGY. 3 cr. The person and work of Jesus Christ according to the Scriptures, historical theology, and contemporary theology.

335. THEOLOGY OF THE CHURCH 3 cr. Origin, nature, and mission of the Church in light of its evolution from the preaching and mission of Jesus and his disciples, through its developing history, to its current self-understanding since Vatican II.

337. THE QUEST FOR CHRISTIAN UNITY 3 cr. Key events in the 20th-century ecumenical movement; principles guiding Catholic participation in the quest for unity; selected theological dialogues between churches seeking communion with each other; Pope John Paul II’s encyclical Ut unum sint (1995); crisis of ecumenism in 21st century.

339. CHRISTIAN WORSHIP 3 cr. Tradition of Christian worship in terms of symbol, ritual, and gesture: the history of Christian rites, and the theologies and circumstances that gave rise to them, from their roots in Judaism through the reforms of the Second Vatican Council; symbols and rites connected with initiation and the Eucharist, or Lord’s Supper, which has shaped Christian faith, life, and worship for 2000 years.

340. THE CHURCH OF THE NEW MILLENNIUM: THE SECOND VATICAN COUNCIL (1962-1965) AND BEYOND 3 cr. Historical introduction and theological interpretation of the Second Vatican Council with an overview of each of the documents of Vatican II. Attention to the chief elements of continuity and discontinuity in documents on the Church, the Bible, ecumenism, liturgy, and the ecumenical dialogue. Subsequent modifications and alterations in these areas, the effect on lives of Roman Catholics, and the unfinished agenda of the Council.

353. CHINESE RELIGIONS 3 cr. Confucianism, Taoism, and Buddhism. Ancient Chinese beliefs and practices, and the introduction and adaptations of Buddhism. Philosophical and cultural manifestations and the gradual development of the major Chinese religious movements up to the modern period.
Religious Studies

354. JAPANESE RELIGIONS 3 cr. Ancient Shinto beliefs, importation and modification of Korean and Chinese cultures and religions up to the modern era. Emergence of the Japanese empire in the 7th century, and the developments of Tendai, Kegon, Zen, and Shingon beliefs and practices.

356. ISLAM IN AMERICA 3 cr. Islam: the second largest religion in the world and fastest growing religion in the United States today. Outline of the impact of Muslims on American society and the relationship between the United States and the Muslim world.

360. CATHOLIC MORAL THEOLOGY 3 cr. Methods for making informed and prudential moral decisions grounded in experience, Scripture, church teaching, and rational discourse. In light of moral theory within the Catholic tradition, the course addresses contemporary interpersonal and social problems.

363. RELIGION, ETHICS, AND GENETICS 3 cr. Examination of the religious and ethical issues raised by the revolution in biotechnology made possible by contemporary advances in genetics.

364. CHRISTIAN SEXUALITY 3 cr. Symbolic dimension of sexuality as it affects human personal and social life. Examination of both traditional Christian views and contemporary alternatives.

366. HUMAN RIGHTS SINCE VATICAN II 3 cr. Introduction to the international human rights regime as it intersects with Catholic teaching on social justice. Focuses on some of the major international human rights documents and explores various issues raised by these documents.

367. ETHICS OF LIBERATION THEOLOGY 3 cr. Major theological movements of the present day which have as their central focus the themes of human liberation and God the Liberator.

368. CHRISTIAN SOCIAL JUSTICE 3 cr. Writings of significant Catholic and Protestant theologians and Christian social teachings that relate to important sociopolitical and economic contemporary issues. Church-state, war and peace, and international economic relations.

372. CATHOLIC SPIRITUALITY IN THE UNITED STATES 3 cr. Investigation of three distinct spiritual traditions in the American Catholic Church: the Americanist tradition, devotional Catholicism, and radicalist Catholicism. Prominent figures to be studied include John Carroll, Elizabeth Ann Seton, Isaac Hecker, John Ryan and the labor priests, Dorothy Day, and Thomas Merton.

374. DOROTHY DAY AND THOMAS MERTON 3 cr. Day and Merton as influences on the Church’s self-understanding and mission, social reform, war and nonviolence, prayer and mysticism, race relations, and inter-religious dialogue.

376. THE FRANCISCAN MOVEMENT 3 cr. Franciscan movement from its birth in the life of Francis of Assisi to its contemporary manifestations. Historical and spiritual aspects of the Franciscan phenomenon and its import for the Church today.

385. TUOHY CHAIR 3 cr. Specific content will be announced.

399. SPECIAL TOPICS 1-3 cr. Selected topics in one of the areas of religious studies. Specific content and number of credits to be announced when offered.
NOTE: REGISTRATION IN ALL 400-LEVEL COURSES REQUIRES PRIOR PERMISSION FROM THE INSTRUCTOR AND FROM THE CHAIR, EXCEPT IN THE CASE OF RL MAJORS AND GRADUATE STUDENTS.

400. INTRODUCTION TO BIBLICAL INTERPRETATION 3 cr. Problems of and approaches to understanding Scripture. Special focus on the methods essential for doing exegesis, biblical interpretation, and application.

404. PROPHECY IN ISRAEL AND THE ANCIENT NEAR EAST 3 cr. Study of prophecy and prophets in ancient Israel and its ancient Near Eastern context. Specific focus on such biblical prophets as Amos, Hosea, Isaiah, and Jeremiah.

408. PAUL AND HIS WRITINGS 3 cr. Introduction to the cultural and historical background of the Apostle Paul’s life and career, an examination of his major writings, and a discussion of their impact.

430. INTRODUCTION TO SYSTEMATIC THEOLOGY 3 cr. Nature, method, and content of systematic theology, with emphasis on the influence of history and culture on the articulation of doctrine. Readings and discussions centered on significant contributors to Christian systematic theology.

437. READINGS IN FEMINIST THEOLOGY 1-3 cr. Various topics in feminist theory and its impact on religion and theology. Specific content and number of credits announced when the course is offered.


480. INTRODUCTION TO CANON LAW 1-3 cr. Introduction to the 1983 Code in its historical context, with a view to its pastoral application. Special attention to canons on sacraments of baptism, Eucharist, and marriage.

490. RESEARCH METHODS IN THEOLOGY 0 cr. Orientation to the master’s program in Religious Studies and an introduction to basic resources and methods for research in theology.

492. INDEPENDENT STUDY 1-3 cr. Prerequisite: consent of the chair and the instructor. In-depth study on a tutorial basis of a particular problem, approved by the chair and directed by a member of the department. A paper is required.

496. BORROMEO SENIOR SEMINAR 3 cr. Synthesis of four years of collegiate priestly formation.

499. SPECIAL TOPICS 1-3 cr. Selected topics in one of the areas of religious studies. Specific content and number of credits to be announced when offered.
Sociology (SC)

Professors: D. A. Dukes, S. O. Long, P. B. Harris (Chair); Associate Professors: J. F. Klein, K. N. Eslinger, R. D. Clark, E. M. DeZolt; Assistant Professors: W. A. Wiedenhoft, G. Vaquera; Visiting Assistant Professor: P. F. Lipold

Sociology is a broad discipline which includes the study of human interaction as well as the analysis of underlying social structure. Sociology prepares students to understand the complexities of social relations and social institutions. Career opportunities are many and varied, especially in areas where understanding human behavior is fundamental to achievement. The substantive areas covered within sociology include applied community research, community service, crime and deviance, cross-cultural studies, family studies, gerontology, health and illness, human service, organizational analysis, prejudice and discrimination, social inequality, diversity, and a variety of topics regarding modern mass society. The Department of Sociology offers regular course work in all of these areas; lists of courses comprising each area are available from the department chair.

Major and Minor Requirements

Major in Sociology: 36 credit hours. SC 101, 201, 400, 460 are required. At least 18 hours must be at the 300 or 400 level. MT 122 is also required of sociology majors and is a prerequisite for SC 460. At least 21 hours in the major must be taken at John Carroll University.

Comprehensive Examination: All sociology majors are required to pass the Major Field Achievement Test in Sociology as a condition for graduation. This should be taken in the senior year. Details of the examination are available from the department chair.

Minor in Sociology: 21 credit hours. SC 101, 201, 400 are required. It may be desirable to construct the minor in a way that enables completion of one of the sequences or areas defined within the Sociology Department. Students constructing a sociology minor are encouraged to select courses which complement their chosen major. The total number of hours, including SC 101, 201, and 400, must be completed to fulfill the minor in sociology.
Sociology

Major and Minor

Sociology majors may elect to focus their study in one or more of the areas of expertise represented in the department. Depth of knowledge can be obtained by taking a larger portion of course work within one of these areas. Such focus, however, is not required, and students are encouraged to take a variety of courses in the field, as a broad education in sociology can be obtained in this manner.

SC 101 is usually taken in the freshman year and is a prerequisite to 200, 300, and 400-level courses. Courses which do not require a prerequisite of Sociology 101 may not be counted toward the major or minor in sociology. Upper-division courses are advanced courses and should ordinarily be taken only during junior and senior years. At the time that students declare their major, all who intend to declare sociology must make application to the department to be accepted as majors. Applicants will be expected to have a quality-point average of 2.5 in sociology courses (a minimum of 6 hours in sociology, inclusive of SC 101 and one other course), to be accepted as sociology majors. Conditional acceptance of students below 2.5 may occur under special circumstances.

Core Curriculum Requirements and the Writing Intensive Course in Sociology

The content of sociology courses contributes strongly to students’ education through the Core Curriculum. The field of sociology initiated much of the early research on diversity, and most sociology courses reflect a continuing emphasis on that topic. Sociology also has strong contributions to make on international topics. The emphasis on scholarly writing is reflected in course content, and students will find that the schedule of classes for a given semester will reflect these emphases. For students taking Sociology 101 as a Core requirement it is recommended that the course be taken at this university.

It should be noted that the writing requirement of the Core Curriculum must be fulfilled by sociology majors through completion of a writing-intensive course in sociology. Students will find appropriate sociology courses with a “W” signifier from which to choose for a given semester’s schedule of classes.

Specialized Sequences in Sociology

Sociology majors or minors may elect to focus attention on one of five specialized sequences in applied sociology. Fulfillment of the sequences requires that all requirements and options within the sequences be successfully completed. In some cases, the requirements for a sequence may exceed the basic requirements for the sociology major or minor.
Sociology

The Criminology sequence is recommended for students interested in deviance, crime, law, and justice. The sequence consists of five tiers of courses. Tier I: SC 230 and 240; Tier II: SC 220, 222, 256, 270, 275; Tier III: SC 215, 255, 330, 355, and 360; Tier IV: SC 340, 343, 345, and 365; Tier V: SC 435 and 440 and SC 475C. Please note SC 435 (Law and Criminal Justice Policy) or SC 440 (Violence and Society) is a prerequisite for SC 475C (Field Placement). SC 475C (Field Placement) is available to second-semester seniors only. Participation in Field Placement requires permission of the coordinators of the criminology sequence and the department chair. Courses in higher-numbered tiers should not be taken before courses in lower-numbered tiers. Majors and minors should select one course from Tier I through Tier IV and two courses from Tier V to complete the sequence. All tiers must be completed to fulfill the requirements of this sequence, and special attention should be given to Tier V prerequisites before beginning the sequence. Seniors interested in a student internship should notify the department in September of their senior year.

The Cultural Diversity sequence promotes an appreciation of the variety of ways humans live and prepares students for an increasingly interdependent world. It is recommended for students considering a career in a multicultural setting or graduate study in comparative sociology, ethnic studies, international studies, anthropology, law, counseling, or social work. The sequence requires a total of 18 credit hours. Five courses must be selected from the following list: SC 245, 255, 305, 320, 325, 330, 355, 370, 390, 450, 490, CO 390, and CO 394. One additional course should deepen a student’s knowledge of a particular culture or world area; it should be selected from SC 151, 152, 250, or 251, or approved by the department chair.

The Health, Medicine, and Society sequence is recommended for students interested in examining the relationship of health and illness to society and in studying the social aspects of medical care. The completion of the sequence requires 18 credit hours. At least four courses must be selected from SC 285, 295, 310, 315, 370, 390, and 415. Up to two courses may be selected from SC 225, 230, 335, 382, 385, and 465/475 (if placement is in a health-care related agency).

The Human Service sequence is recommended for students interested in counseling, social work, poverty, and public interest, non-profit or public administration, and other related careers. The sequence consists of SC 111, 385, 475S, 490, and at least two of the following: SC 222, 225, 230, 255, 265, 275, 285, 295, 310, 330, 370, 415, and 485.

The Organizations and Society sequence is recommended for students interested in the ways various kinds of complex organizations operate and are linked to the larger society. Besides the four courses required of the major (SC 101, 201, 400, 460), the sequence consists of two groups of courses. Three courses must come from Group A: SC 235, 270, 280, 325, 350, and 365. The other three courses must come from Group B: SC 215, 255, 290, 330, 355, 360, 380, 382, and 405.
Sociology

SC 290, 299, 399, 491, 492, 493, and 499 may be applied to requirements in the sequences where appropriate and with prior approval by the chair. Please consult with the department chair about other questions and details regarding the sequences.

Interdisciplinary Concentrations

Sociology majors and minors may also participate in any of these six interdisciplinary concentrations: 1) East Asian Studies; 2) Environmental Studies; 3) Aging Studies; 4) International Studies; 5) Perspectives on Sex and Gender; and 6) Spanish and Sociology. For details about concentrations, see pages 81-88 of this Bulletin and consult with the respective coordinators of the concentrations.

Graduate Programs

Many graduates from the Sociology Department have undertaken graduate study in sociology or related fields. The department encourages the intellectual development which makes graduate work possible. The department also assists in graduate school application procedures. Consult an academic advisor in the department for more information.

A special agreement with the Mandel School of Applied Social Sciences (MSASS) at Case Western Reserve University enables qualified sociology majors to enroll in the MSASS program after their junior year at John Carroll. Successful completion of this two-year program results in a B.A. degree in sociology from John Carroll and an M.S. in social administration from Case Western Reserve University. For details, including standards for eligibility, consult the chair of the Sociology Department during the freshman year.

Community Service at John Carroll University

The university encourages student service to the community. The Sociology Department is committed to community service with a faculty and curriculum oriented to provide many opportunities for service. The department provides preparation for service through SC 111 and cooperates with other university offices in placing students for volunteer service. See the department chair for full details.

101. INTRODUCTORY SOCIOLOGY 3 cr. Survey of social relations and social institutions; introduction to the major divisions of the field of sociology.

111. INTRODUCTION TO COMMUNITY SERVICE 3 cr. Overview of the history and philosophy of community service, including issues of social responsibility and activism, and a review of fundamental community problems and the contributions which volunteers can make to their solution. Attention to specific ways in which students can volunteer in the surrounding community. Some community service is required.
151. CULTURES OF EAST ASIA 3 cr. No prerequisite. Introduction to the cultures of China, Korea, and Japan. National variations among cultural heritages vastly different from the Western tradition.


199. SPECIAL STUDIES 1-3 cr. No prerequisite. Variety of courses with special focus; subjects will be announced in the course schedule.

201. SOCIAL PROBLEMS 3 cr. Prerequisite: SC 101. Survey of modern problems using frames of reference and concepts introduced in SC 101. Topics include health care, delinquency, mental health, sex-related social problems, crime, the family, and environmental problems.

205. FAMILY CRISIS 3 cr. Examination of variables external and internal to the family that contribute to the development of crises for a family as a functioning unit and its individuals. Exploration of the extent of crises, modes of adjustment, and resolution of crisis situations.

215. INDIVIDUAL AND SOCIETY 3 cr. Analysis of the interdependence of social and individual determinants of human behavior with emphasis on social roles, socialization, and symbolic interaction in a group context.

220. CRIMINAL JUSTICE SYSTEMS 3 cr. Prerequisite: SC 201. Overview of the American system of criminal justice as an integrated process with focus on procedures and functions or system components, including law, police, prosecution, court, and corrections.

222. SOCIOLOGY OF LAW 3 cr. Prerequisite: SC 201. Sociological methods and theoretical perspectives used to explain the interplay between law and society in the social science literature.

225. SOCIOLOGY OF THE FAMILY 3 cr. Analysis of the family life cycle with special emphasis on mate selection and the developmental periods of marital adjustment.

230. DEVIANT BEHAVIOR 3 cr. Causes and effects of violating social norms. Inadequate socialization, labeling, and the relationship between individual and society. Role of social control.

235. OCCUPATIONS AND PROFESSIONS 3 cr. Context of work in society, with emphasis on professionalization, the impact of technology and bureaucracy, and the process of socialization of individuals to the world of work.

240. CRIMINOLOGY 3 cr. Prerequisite: SC 201. Survey of sociological data and theories pertinent to the types and incidence of crime in America.

245. INTRODUCTION TO ANTHROPOLOGY 3 cr. Study of the diversity of human lifeways that have existed historically and in the contemporary world, viewed in a framework of biological and cultural evolution.

250. JAPANESE SOCIETY: COMPETITION AND COOPERATION 3 cr. Insight into the culture of this economic giant; themes of cooperation and competition in Japanese life; how Japanese cope with stresses in a “high tech” society; how human growth is achieved in the context of the family, the educational system, and the workplace.
Sociology

255. PREJUDICE AND DISCRIMINATION 3 cr. American subcultural groups and the struggle for pluralism; majority and minority group control strategies; modern trends and the movements to counteract discriminatory structures and effects.

265. VICTIMS OF CRIME 3 cr. Special problems faced by victims of crime; crime prevention; post-crime trauma.

270. WHITE-COLLAR CRIME 3 cr. Survey of theories, methods, and cases in various types of white-collar crime; integration of theoretical approaches with actual cases.

275. FAMILY VIOLENCE 3 cr. Social causes of violence in the family, especially dynamics of child and spouse abuse. Review of current research with attention to measures for preventing family violence and treating its effects.

280. SOCIOLOGY OF ORGANIZATIONS 3 cr. Prerequisite: SC 101. Human behavior in the context of organizations, large and small; focus on structures and processes, bureaucracy, organizational authority, communications, and decision-making. Analysis of voluntary associations and non-governmental organizations such as churches, trade unions, malls and casinos.

285. INTRODUCTION TO AGING AND SOCIETY 3 cr. Interdisciplinary overview of the aging process with special attention to the impact on the individual, family, and society. Experiential learning and review of current research findings with emphasis on successful aging.

290. ENVIRONMENTAL SOCIOLOGY (380) 3 cr. Critical examination of the way in which culture and institutions shape attitudes and values about the environment. Crucial environmental problems as a product of social and cultural arrangements. Particular attention to the role of environmental movements in solving these problems. Topics include the environmental justice movement, sustainable development, consumption, population, and conservation.

295. SOCIOLOGY OF DEATH AND DYING 3 cr. Sociological study of death and dying from a life-cycle perspective, including pain, grief, bereavement, and widowhood.

299. SPECIAL TOPICS 1-3 cr. Specialized focus on selected areas and issues in sociology.

305. CROSS-CULTURAL ANALYSIS OF FAMILY 3 cr. The nature of family variations among the world’s peoples; common features of the family; family behavior in America in cross-cultural context.

310. HEALTH AND ILLNESS IN SOCIETY 3 cr. Analysis of the institution of medicine, health-care delivery, and the social factors which influence the patient’s illness through its various stages.

315. SEXUALITY AND SOCIETY 3 cr. Human sexuality, identity, expression, and variation as products of social control, values, and norms; a social scientific understanding of human sexuality; social causes and consequences of sexual dysfunction; perspectives on developing healthy family lives.


325. INDUSTRY AND LABOR IN SOCIETY 3 cr. Analysis of industrial society and its characteristic problems; the industrialization and deindustrialization process; the decline of the
Sociology

labor movement and plant closings; and the changing roles of labor and management in a contemporary society.

330. SOCIAL STRATIFICATION 3 cr. Theoretical background, methodological approaches, and analysis of the consequences of systems of stratification. Emphasis on issues of social class, class structure, and mobility in American society.

335. SOCIOLOGY OF WAR 3 cr. Selected aspects of the relationship between war, the state and society from a historical and comparative perspective. Focus on the relationship between international warfare and national societies organized to wage war in the modern period, and the extent to which this relationship has changed over the last two centuries. Issues addressed include nationalism, the state, resource mobilization, institutions and organizations of armed force, citizenship and social inclusion, the experience of combat, memory of war, and treatment of the enemy.

340. JUVENILE DELINQUENCY 3 cr. Prerequisite: SC 220, 230, or 240. Historical development of America’s juvenile justice system since its inception in 1902. The range of offenses committed by youth, including delinquency and status offenses; social and personal causes and effects.

343. DRUGS AND CRIME 3 cr. Prerequisite: SC 201. Introduction to the relationship between drugs and crime; law enforcement techniques used to reduce drug abuse; prevention and treatment; and the arguments for and against drug legalization.

345. CORRECTIONS 3 cr. Prerequisite: SC 220, 230, or 240. The rationale of correctional procedures and the types of penal institutions, policies, and practices in the supervision of convicted offenders.

350. BUREAUCRACY AND CORPORATE POWER 3 cr. Introduction to the qualities of organized financial power blocs and their influence on social life. Implications for rapid bureaucratization, government policy, and democratic objectives in contemporary societies.

355. COMPARATIVE ETHNIC RELATIONS 3 cr. Overview of historical and contemporary dynamics of ethnic relations in the United States and in selected regions and societies around the world. Fundamental concepts and dynamics in ethnic relations, the historical and contemporary experiences of major ethnic groups in the United States, and instances of ethnic cooperation, conflict, and inequality in specific countries and regions of the world.

360. URBAN SOCIETY 3 cr. Growth of urbanization; patterns of ecology, social institutions, characteristic lifestyles, and current problems in the core city, suburbs, and the urbanized region.

365. CORPORATE DEVIANCE 3 cr. Prerequisite: SC 220, 230, or 240. Analysis of moral issues in business from the perspective of organizational deviance; case analyses of corporate and governmental deviance.

370. MEDICINE AND CULTURE 3 cr. Influence of culture on illness and medical care; ecological context of illness; practitioner-patient relations; mental illness; folk and alternative methods of healing; social and cultural construction of illness.

375. COLLECTIVE BEHAVIOR 3 cr. Causes, effects, dynamics, and social control of large-scale non-institutionalized social action: crowd behavior, riots, panics, cults, public opinion, fads, and the rumor process.
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380. ENVIRONMENTAL MOVEMENTS AND SOCIETY 3 cr. Prerequisite: SC 101. Individual and group effect on environmental movements and change. Analysis of attempts to change the impact of the human population on the physical environment. Convergence and separation of activist groups. Individual and social impact of environmental movements.

381. ENERGY AND SOCIETY 3 cr. Analysis of the relationship between energy technology and social arrangements. Examinations of contemporary energy issues and policies from a sociological perspective.

382. POPULATION AND SOCIETY 3 cr. Analysis of social aspects of population change; population and social structure, population trends, demographic transition, fertility, mortality, and migration; the development of demographic theory.

383. APPLIED ENVIRONMENTAL SOCIOLOGY 3 cr. Prerequisite: SC 101 or permission of instructor. Drawing on principles of applied sociology, examination of the relationship between environmental attitudes, values, and behavior and means of changing behaviors. Projects will apply theories and methods to concrete environmental problems.

385. POVERTY AND SOCIAL WELFARE 3 cr. Prerequisites: SC 101, SC 201, and one additional course in sociology. Critical examination of poverty and welfare reform: the underlying causes, the consequences, and the people who are affected. Projects focus on special populations in need, such as teens in crisis, child welfare, the homeless, and the mentally ill.

389. ENVIRONMENTAL INTERNSHIPS 1-3 crs. Prerequisite: SC 101 or permission of instructor. Work with local non-profit agencies on environmental projects. (Number of credit hours earned will depend on the extent of involvement in the environmental projects.)

390. HEALTH AND HEALING IN EAST ASIA 3 cr. In-depth understanding of a system of medicine based on understandings of the human body very different from those of biomedicine. Explores the practice of traditional Chinese medicine in China, Japan, and the United States.

399. SEMINAR 3 cr. Prerequisite: junior or senior standing. Responsibility for this seminar rotates among faculty members, with a different area of study given by each. Subject and title listed in schedule of classes. Varies by semester.

400. SOCIOLOGICAL THEORY 3 cr. Prerequisites: 6 hours of sociology. Overview of classic and contemporary theories of society. Particular attention to the contributions of major theorists to the development of the three basic frameworks: structural functional analysis, symbolic interaction, and conflict theory.

405. PUBLIC OPINION 3 cr. Theory and research on the relationship of publics, the importance of public interaction on issues in mass society, and the influence of government, propaganda, media, and opinion leaders on public opinion formation.

415. SOCIOLOGY OF MENTAL ILLNESS 3 cr. Analysis of the relationship between sociocultural conditions and the various stages of psychiatric illness.

435. LAW AND CRIMINAL JUSTICE POLICY 3 cr. Prerequisite: SC 340, 345, or 365. Interrelationship between law and its system of implementation; legal processes and institutional framework; social factors affecting practice in the criminal justice system.
440. VIOLENCE AND SOCIETY 3 cr. Prerequisite: SC 340, 345, or 365. Incidence of violence in society, its social causes and effects. Special attention to the social environment, the effects of interpersonal relations, and the developmental influence of socialization.

450. SOCIAL AND CULTURAL CHANGE 3 cr. Prerequisite: SC 101. Examination of the social and cultural contexts of changing society; theories of social change applied for an understanding of the social-change process; roles of individuals, society, and culture in changing technology and values.

455. RACE AND ETHNICITY TOPICS 3 cr. Prerequisites: SC 201 and 355, or SC 355, or permission of instructor. Special social science investigation with a focus on racial and ethnic issues in North American societies. Previous topics included “Native Nations and American Indians” and “Racial Minorities in Social Analysis.”

460. SOCIAL RESEARCH METHODS 3 cr. Prerequisites: 6 hours of sociology and MT 122. Focus on the logic of, procedures for, and issues related to theory testing in social research. Specific attention to hypothesis construction, concept operationalization, research design, data collection methodologies, instrument construction, and sampling techniques.

465. COMMUNITY RESEARCH 3 cr. Prerequisites: 6 hours of sociology, MT 122, and permission of instructor. Practical social research experience in applied social settings through participation in existing research projects conducted by the university. Projects include opinion polls, program evaluations, and community surveys.

475C. FIELD PLACEMENT AND SEMINAR IN CRIMINOLOGY 4 cr. Prerequisites: SC 435 or 440, senior standing, and permission of instructor. Internship in a correctional, justice, or legal setting; seminar on the analysis of field experience.

475E. FIELD PLACEMENT AND SEMINAR IN ENVIRONMENTAL STUDIES 4 cr. Prerequisites: SC 101, senior standing while pursuing the Environmental Studies concentration, and permission of instructor. Internship involving placement with local environmental organizations and regular meeting with the instructor; seminar on the analysis of field experience.

475S. FIELD PLACEMENT AND SEMINAR IN HUMAN SERVICES 4 cr. Prerequisites: SC 285 or 385, and permission of instructor. Internship in a social service, health, social justice, or research setting; seminar on basic human services and advocacy, and analysis of field experience from value and theoretical perspectives.

484. SENIOR SEMINAR IN ENVIRONMENTAL STUDIES 3 cr. Prerequisite: permission of instructor. Seminar structured to bring together environmental studies students from the various disciplines to investigate environmental issues and problems. Working from groups, students will produce a final report of recommendation which draws upon their different perspectives.

485. ISSUES IN COUNSELING THE ELDERLY 3 cr. Prerequisite: SC 285 or graduate standing. Special emphasis on intergenerational issues with older families; community and long-term topics; counseling practice.

490. SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING 3 cr. Prerequisites: SC 101, three additional courses in sociology, and junior or senior standing. Designed to lead the student to a better understanding of counseling in contemporary America. Ethnicity/race
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relations, social class effects, ageism, changing roles of women, sexual orientation, cultural mores, and their relevance to counselor-client relations.

491. INDEPENDENT STUDY 1 cr.

492. INDEPENDENT STUDY 2 cr.

493. INDEPENDENT STUDY 3 cr. Prerequisite: approval of project by instructor of course and chair of the department. Directed research with extensive supervised readings. Students must report regularly to faculty advisor during the semester. Course available only if regular class-room instruction is unavailable, or course of study extends beyond a previously taken numbered course with classroom instruction.

Registration for SC 491, 492, and 493 requires a pre-approval process which involves an instructional plan reviewed by the course instructor, department chair, and dean’s office.

499. ADVANCED SEMINAR 1-3 cr. Prerequisite: senior standing. In-depth analysis of selected sociological topics. Responsibility for this seminar rotates among faculty members.
Spanish Studies (SP)

Professors: K. M. Gatto, F. K. Aggor (Chair); Associate Professors: D. G. Anderson, A. Pérez-Romero, E. Luengo

The program in Spanish Studies is offered by the Department of Classical and Modern Languages and Cultures.

**Major and Minor Requirements**

**Major in Spanish:** 36 credit hours, as follows:

- Spanish 201-202 or 301-302 as determined by placement test.
- Choice of Spanish 311 or 314.
- Spanish 315, required for all literature courses numbered 325 and above (may be taken concurrently).
- Spanish 321.
- Spanish 325-326 or 327-328.

Five additional upper-division courses:

Two must be 400-level literature courses; one of the remaining three may be an ML course in literature in translation; language in translation of major preferred, but may be another language.

**A comprehensive examination.**

**Minor in Spanish:** 21 hours, beginning at any level.

101. BEGINNING SPANISH I 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multi-media, computer-assisted instruction. Limited to students with no previous study of Spanish.

101R. SPANISH IN REVIEW 3 cr. Review of the fundamental structures and skills for students with limited previous study of Spanish.

102. BEGINNING SPANISH II 3 cr. Prerequisite: SP 101, 101R, or equivalent. Amplification of language skills in a cultural context. Added emphasis on reading and writing.

201-202. INTERMEDIATE SPANISH I, II 3 cr. each Prerequisite: SP 102 or equivalent. Further development of the four language skills for communication in a cultural context; expansion of vocabulary, idiomatic usage, and grammar. SP 201 or equivalent prerequisite for SP 202.

301. CONVERSATION IN SPANISH 3 cr. Development of communicative competence in Spanish through oral practice and use of conversational strategies and techniques.

302. WRITING IN SPANISH 3 cr. Development of writing ability in Spanish through practice toward consolidation of independence in the use of the written word.
Spanish Studies

305. SPANISH PHONOLOGY 3 cr. Systematic analysis and practice of the sounds of spoken Spanish.

306. SPANISH FOR BUSINESS 3 cr. Acquisition of linguistic skills and a sophisticated style for the business, legal, professional setting. Emphasis on vocabulary, syntax, and idiomatic usage.

307. POPULAR CULTURES OF SPANISH-SPEAKING COUNTRIES 3 cr. Latin American and Spanish cultures as seen in carnival performance, music, dance, soap operas, and films. Discussion of the politics of everyday practices associated with these expressions, within sociopolitical processes of which they are a part.

310. THE CINEMA OF SPANISH-SPEAKING COUNTRIES 3 cr. Selected films from Spain and/or Latin America as an expression of culture, civilization, and language, or as a combination of these. Films, instruction, and class discussion in Spanish.

311. PERSPECTIVES ON THE PEOPLE AND CULTURES OF SPAIN 3 cr. Development of Spain, its people, and institutions from the origins to the present. Various aspects of Spanish culture and intellectual development, especially as found in language, literature, and art forms.

314. PERSPECTIVES ON NATIONS AND CULTURES OF LATIN AMERICA 3 cr. Development of Latin American culture from colonial times to the present. Discussion of basic institutions, political and socioeconomic patterns, the arts, and folklore.

315. INTRODUCTION TO LITERARY ANALYSIS 3 cr. Introduction to critical techniques for analysis of the principal literary forms: the narrative, poetry, drama, and the essay. Texts chosen from various periods of both Spanish and Latin American literature. Prerequisite for all other Spanish literature courses. (SP 315 may, however, be taken simultaneously with SP 325 or SP 327.)

321. ADVANCED SPANISH GRAMMAR 3 cr. Theory and practice of Spanish grammatical structures based on everyday usage and on literary language. Guided and creative exercises and compositions. Note: Spanish majors are strongly encouraged to take SP 321 before taking 400-level courses.

325, 326. INTRODUCTION TO SPANISH LITERATURE 3 cr. each Prerequisite: SP 315 (SP 325 may, however, be taken simultaneously with SP 315). SP 325: from the Middle Ages to the beginning of the 19th century. SP 326: from the beginning of the 19th century to the present.

327, 328. INTRODUCTION TO LATIN AMERICAN LITERATURE 3 cr. each Prerequisite: SP 315 (SP 327 may, however, be taken simultaneously with SP 315). SP 327: from the 16th century to the mid-20th century. SP 328: representative contemporary literary texts.

399. SPECIAL TOPICS 1-3 cr. Occasional course on a selected topic announced in advance.

407. TRANSLATION IN SPANISH 3 cr. Prerequisites: SP 301 and 302 or equivalent. Methods and mechanics of translation; selection of proper tools. Comparison and evaluation of translated texts.

427. CONTEMPORARY SPANISH AND LATIN AMERICAN POETRY 3 cr. Development of poetry in Spain and Latin America since 1900.
Spanish Studies

429. RACE, IDENTITY, AND POLITICS IN AFRO-HISPANIC LITERATURE 3 cr. Racial constructs and the way peoples of African descent in Latin America and the Caribbean respond to the question of racial identity and politics. Exploration of Hispanic literary production in Equatorial Guinea, with particular attention to the use of art as a weapon against political dictatorship.

432. ARABS, JEWS, AND CHRISTIANS FROM FRONTIER TO EMPIRE: MEDIEVAL SPANISH LITERATURE 3 cr. Literary contributions of each of these cultures to the creation and development of a discourse of Spain. Works examined include Poema de mio Cid, Milagros de Nuestra Señora, Libro de buen amor, El Conde Lucanor, Cancionero de Baena, La Celestina.


435. CERVANTES 3 cr. Study of the works of Cervantes, with special attention to the Quijote and the Novelas ejemplares.

437. POETRY AND NARRATIVE OF THE GOLDEN AGE 3 cr. Poetry; the mystics; the beginnings of the novel, with special emphasis on the picaresque.

463. POSTMODERN PROSE OF THE SOUTHERN CONE 3 cr. Postmodern fiction and urban chronicles written in Argentina, Chile, and Uruguay in the last two decades, where the topics of exile and collective memory, marginality, gender, and violence find expression in the post-dictatorship imagination.

464. LATIN AMERICAN SHORT STORY 3 cr. Exploration of major fictional trends in the contemporary short story in Latin America. Selections from among the following: Horacio Quiroga, Jorge Luis Borges, Juan Rulfo, Julio Cortázar, Gabriel García Márquez, Carlos Fuentes, Isabel Allende, and others.

477. VISIONS OF CONTEMPORARY SPAIN THROUGH DRAMA 3 cr. Innovative dramatic works as manifestations of issues related to Spanish society since the early 20th century: the Spanish Civil War and its effects, political repression and the quest for freedom, gender and sexuality, memory, and strategies toward artistic innovation.

478. CONTEMPORARY LATIN AMERICAN DRAMA 3 cr. Reading and analysis of representative works of Latin American theatre since 1900.

482. TEXTS AND CONTEXTS OF ROMANTICISM, REALISM, AND NATURALISM 3 cr. Major cultural and literary trends of 19th-century Spain. Emphasis on ways in which these tendencies shape contemporary postmodern literature. Selections from the following: Duque de Rivas (drama), Benito Pérez Galdós and Emilia Pardo Bazán (novel), Gustavo Adolfo Bécquer (poetry).

484. LITERATURE OF MODERN SPAIN 3 cr. Outstanding writers from the Generation of 1898 to the present.

498. ADVANCED SUPERVISED STUDY 3 cr. Supervised independent study on special topics. For advanced students.

499. SPECIAL TOPICS 1-3 cr. Occasional course on a selected topic announced in advance.
Endowed Centers, Chairs, Professorships, and Lectureships

Endowed Centers

The Edward M. Muldoon Center for Entrepreneurship

The Muldoon Center for Entrepreneurship was established in the Boler School of Business in 1999 as an educational, networking, and consulting resource for entrepreneurs and owners of privately held businesses, particularly members of the university’s Entrepreneurs Association. The center was funded initially through the generosity of a group of “Founders,” comprised of Entrepreneurs Association members and companies with whom they are affiliated. It is permanently endowed through a $1 million gift from Edward M. Muldoon, Class of 1948, and a matching $1 million from the Boler Challenge Fund. Mr. Muldoon is the founder of Bivar, Inc., an electronics components and assembly company in Irvine, California, where he served thirty-five years as its chief executive.

The Muldoon Center offers networking opportunities and special programs designed for entrepreneurs and their employees. It facilitates discussions on issues important to the owners of closely held businesses and offers consulting opportunities by tapping into knowledgeable and experienced faculty members in a variety of business-related disciplines. The center helps members of the Entrepreneurs Association identify capable students and talented alumni to meet the human resource needs of their companies.

Endowed Chairs

The Edward J. and Louise E. Mellen Chair in Finance

The Mellen Chair was established in September 1984, with the commitment of a gift for the university’s Boler School of Business as a part of the university’s Centennial Campaign. The chair challenges and encourages the faculty of the Boler School to achieve new levels of excellence in teaching, research, and service so that the school remains in the forefront of business education. The service component is oriented towards the establishment and enhancement of academic-business relationships and cooperation.

The Mellen Chair in Finance is held by an individual who has a recognized national reputation in research and teaching, and the demonstrated ability and experience to work effectively with business and professional leaders as well as faculty colleagues. Previous holders of the chair have been Dr. Michael G. Ferri and Dr. Raj Aggarwal. The current chair holder is Dr. LeRoy D. Brooks.
The Tuohy Chair of Interreligious Studies

Mr. Walter Tuohy, vice chairman and chief executive of the Chesapeake and Ohio Railroad, was a dedicated Catholic layman, an active member of the National Conference of Christians and Jews, and a zealous promoter of religious understanding. After his death in 1966, the Walter and Mary Tuohy Chair of Interreligious Studies was established at John Carroll University to honor the late Mr. Tuohy and his wife Mary.

Under the auspices of the Tuohy Chair, the university offers a series of courses and free public lectures on interreligious topics. This program is designed to bring scholars of major religious traditions to the university campus for dialogue with students, faculty, religious leaders, and the general public.


The Edmund F. Miller, S.J., Chair in Classics

The Miller Chair, endowed originally by a $1.5-million grant from the F. J. O’Neill Charitable Trust, honors the memory of Edmund F. Miller, S.J., who was rector of the John Carroll University Jesuit Community, associate professor of classical languages, and a trustee of the university. The study of the classical tradition and the humanistic values it represents has always occupied a prominent role in Jesuit education. The Miller Chair brings an established Jesuit scholar to campus to further this tradition through teaching and research. Past holders of the chair have been Roland J. Teske, S.J., Robert J. O’Connell, S.J., James N. Loughran, S.J., Arthur R. Madigan, S.J., Gary M. Gurtler, S.J., David H. Gill, S.J., and Gregory I. Carlson, S.J.

The Wasmer Chair in American Values

In 1977, Mr. and Mrs. John C. Wasmer, Sr., endowed the Wasmer Chair in American Values. Their interest in the chair is carried on by their sons, Jack ’45, and George ’58, and their families. The chair supports research and academic activities in the Bolger School of Business, particularly research focused on the American free enterprise system and business ethics. The Bolger School’s Wasmer Fellows are supported through this endowment.
Endowed Centers, Chairs, Professorships, and Lectureships

The Don Shula Chair of Philosophy

The study of philosophy is central to Jesuit higher education. John Carroll graduates regularly testify to the shaping influence philosophy has had on their lives. Through lectures, seminars, courses, research, and related activities, the Shula Chair seeks to lead John Carroll students to question, examine, and formulate values, and respond ethically to important issues which will confront them now and in the course of their lives and careers. The current holder of the chair is Dr. Brenda A. Wirkus.

The John J. Kahl, Sr., Chair in Entrepreneurship

The John J. Kahl, Sr., Chair in Entrepreneurship in the Boler School of Business supports a faculty member’s teaching and research on the various aspects of entrepreneurship. The holder of the Kahl Chair sponsors public programs for the entrepreneurial community and for those who aspire to become entrepreneurs.

The Kahl Chair was funded in 1998 through a $1 million gift from 1962 alumnus Jack Kahl, Jr., founder and former CEO of Manco, Inc., currently Henkel Consumer Adhesives. The chair is named for John J. Kahl, Sr., father of Jack Kahl, Jr. A matching gift from the Boler Challenge Fund increased the initial endowment of the Kahl Chair to $2 million. Dr. Dianne H. B. Welsh was the first holder of the chair. The current chair holder is Dr. John C. Soper.

The Honors Chair in American Values

The Honors Chair in American Values is supported by an anonymous gift of $500,000 given to endow the university’s Honors Program, which offers special courses, seminars, tutorials, and independent study opportunities for students with high academic potential. Income from the endowment supports the operations of the Honors Program, which encourages student initiative and creativity as important educational values.

The Standard Products – Dr. James S. Reid Chair in Management

Endowed by the Reid Family, the Standard Products Company, its foundation, and other friends, this chair provides support to a tenured professor or associate professor in the Department of Management, Marketing, and Logistics in the Boler School of Business. The chair emphasizes quality issues and innovative business practices to prepare students for leadership roles in business. The chairholder’s research focuses on these issues to enhance the academic reputation of the Boler School and, as part of the service component of the chair, to assist local firms and organizations seeking to revitalize industry in Northeastern Ohio. Past holders of the chair have been Dr. John Burnham, Dr. Mark D. Treleven, Dr. Marian M. Extejt, Dr. Paul R. Murphy, Jr., and Dr. Charles A. Watts. The current Standard Products-Reid Professor is Dr. J. Benjamin Forbes.
Endowed Centers, Chairs, Professorships, and Lectureships

The John G. and Mary Jane Breen Chair in Catholic Studies

This chair is funded out of the endowment created by John G. and Mary Jane Breen for the Institute of Catholic Studies, which was initiated in 1997. It is intended to support the director of the institute for his organizational leadership and vision, teaching of courses related to the concentration in Catholic studies, and ongoing scholarship on the Catholic intellectual legacy. The current holder of the chair is Dr. Paul V. Murphy of the Department of History.

Endowed Professorships

The KPMG Professorship in Accountancy

This professorship in accountancy, established in 1990 by the international public accounting firm of KPMG LLP (formerly Peat Marwick), provides support to a tenured professor or associate professor in the Department of Accountancy. The professorship seeks to expand student and community awareness and knowledge of issues in finance and accounting through excellence in teaching, research and service. Previous KPMG professors were Dr. Richard K. Fleischman, Jr., Dr. Lawrence P. Kalbers, Dr. Roland L. Madison, and Dr. William Cenker. The current KPMG professor is Dr. Karen Schuele.

The Gerard Manley Hopkins Professorship in British Literature

Named for the nineteenth-century Jesuit, a significant figure in British poetry, the Gerard Manley Hopkins Professorship in British Literature enables the university to host a visiting scholar to teach, offer public lectures, and be a source of renewal and energy for faculty, students, and the community. The professorship is endowed through the generosity of the late Leland and Helen Schubert with matching support from the Boler Challenge Fund. Its intent is to enrich the undergraduate and graduate programs of the Department of English, foster interdisciplinary endeavors, and bring greater national visibility to the department and the university. The first Hopkins Professor in British Literature was Dr. Willy Maley. Other holders of the chair have been Dr. Duncan Wu, Dr. Oliver Plunkett Rafferty, and Dr. David Attwell.

The Jesuit Visiting Professorship

Inaugurated in 1991, the Jesuit Visiting Professorship brings to campus outstanding Jesuit scholars for a semester or full academic year to teach undergraduates and stimulate cross-disciplinary faculty dialogue. Visiting Professors have included John D. Boyd, S.J., Gerald McCool, S.J., Philip C. Rule, S.J., Howard J. Gray, S.J., Vernon Ruland, S.J., and Oliver Rafferty, S.J.
Endowed Centers, Chairs, Professorships, and Lectureships

Endowed Lectureships

Bernard Hollander Lectureship in Jewish Studies

The Department of Religious Studies offers several courses in Jewish studies. These courses, taught by a rabbi, are sponsored by the Jewish Chautauqua Society. It is the society’s goal to make accessible to students courses in Jewish history and theology. Since 1976, this program has been made possible by a gift in memory of Bernard Hollander. Past holders of the lectureship include Rabbis Philip Horowitz, Stuart Geller, and Arthur J. Lelyveld. The current holder is Rabbi Michael Oppenheimer.

Louis E. and Marcia M. Emsheimer Charitable Trust Philanthropic Fund

The Department of Religious Studies’ courses in Jewish studies are also supported by the Louis E. and Marcia M. Emsheimer Charitable Trust Philanthropic Fund of the Jewish Community Federation of Cleveland. Past recipients of this support include Jacob Shtull and Herbert Hochhauser.

The Bediuzzaman Said Nursi Chair in Islamic Studies

The Department of Religious Studies has received financial support to establish the Nursi Chair in Islamic Studies from two Turkish businessmen who were inspired by the work of Bediuzzaman Said Nursi (1879-1960). Nursi dedicated his entire life to the teachings of the Qur’an and wrote over 100 books and treatises on Islamic subjects. Additional support comes from the Muslim and Turkish communities of Cleveland. Department courses on Islam are also supported by the Nursi Endowment Chair. The Nursi Chair not only offers courses on Islamic topics but also hosts lectures and other special events designed to foster a better understanding of Islam and to encourage dialogue with faculty, students, and the Cleveland community. The first holder of the chair is Dr. Zeki Saritoprak (2003-).

Kahl Endowment for Internationalization of the Curriculum

Funded through a gift of $500,000 from Jack Kahl ’62, founder of Manco, Inc., and a member of the John Carroll Board of Directors, the Kahl Endowment supports faculty travel related to the internationalization of the curriculum. Since its establishment in 1994, the endowment has enabled faculty members to visit destinations around the globe for the purpose of creating courses with an international theme or of incorporating an international dimension into preexisting courses. Applications must include a letter of support from the faculty member’s department chair and approval from the appropriate dean. Guidelines for interested faculty are available from the office of the academic vice president, who determines the amount of the award.
Private Gift Support

John Carroll University needs substantial financial support in the form of contributions to carry on its distinctive program of education in the Jesuit tradition. The university counts on the charitable support of alumni, corporations, foundations, and individual benefactors to succeed in its fund-raising activities and thereby enhance the quality of its academic program, the campus environment, and its service to the community.

Annual Unrestricted andRestricted Contributions

John Carroll invests its money in the people and programs that create an environment conducive to teaching and learning. Every student’s education is significantly subsidized, even those paying full tuition. Because tuition does not cover the full cost of that education, the university relies on the annual generosity of several thousand alumni and friends each year who help to bridge the gap through unrestricted giving.

Contributions to the John Carroll Annual Fund support the ever-changing dynamics of educating students whose needs are different than in the past. Highly talented, they require more in the way of career counseling, recreational programs, computer and technological support, health care and other services than they have before. All are supported by unrestricted contributions.

Restricted gifts to specific areas such as scholarship support come from annual restricted contributions. The university provides nearly $20 million in tuition assistance to talented students with demonstrated need. Almost 80% of John Carroll students receive some form of financial aid, and that number continues to grow. Restricted gifts for scholarship help to reduce the amount of time they spend working and the amount of money they must borrow to afford their education. It allows all students to participate more fully in the curricular and extracurricular life of the university.

To memorialize and honor distinguished persons and loved ones with gifts to John Carroll of smaller amounts than those required for named endowments, the university has established the University Memorial Endowment. These funds are pooled and invested, with the annual income expended to assist worthy students in need of financial assistance to continue their education.

Endowments

The establishment of scholarships and other permanent funds is another way benefactors can assist John Carroll. At the same time, such gifts provide fitting memorials for donors, their relatives, and friends.

As a general rule, for named professorships, scholarships, and other individual endowment funds, the capital amount required is 20 times the annual income the donor wishes to provide. For example, to provide a full-tuition scholarship at the current rate
Private Gift Support

for one student for one year, an endowed scholarship fund would have to total approximately $400,000.

Endowed centers, chairs, professorships, and lectureships are described on pages 316-320 of this Bulletin.

Form of General Bequest

John Carroll University benefits greatly from benefactors who remember the institution in their wills through bequest or trust provisions. Bequests can be made by including the following statement in a new will or in a simple amendment to an existing will:

I hereby give, devise, and bequeath to John Carroll University, University Heights, Cuyahoga County, Ohio, and to its successors and assigns forever, for the use of said institution in fulfillment of its general corporate purpose

(State here the sum of money desired to be given or describe the property or securities constituting the bequest.)

It is strongly recommended that wills be drafted with legal advice and with review by an attorney. The university’s Office of Development and Alumni Relations is happy to offer further information and assistance (telephone: 216-397-4322).

Special Endowments

The following sections identify named university endowments, scholarship funds, and other special-purpose funds. In most cases, these funds are invested in the university’s pooled endowment fund. Annual income is spent in accordance with the purpose of the fund. Further information on endowment and life income gifts is available from the university’s Development Office.

F. J. O’Neill Endowment Fund

In 1993 the F. J. O’Neill Foundation of Cleveland contributed an exemplary leadership gift of $10 million to the university’s Endowment Fund and Capital Campaign. The F. J. O’Neill Endowment Fund is invested as part of the overall institutional endowment. Annual income from the fund is spent for student scholarships and faculty development, but the fund’s principal remains intact. The endowment honors the late F. J. (Steve) O’Neill. Mr. O’Neill was educated by the Jesuits at Loyola High School and Campion College. The O’Neill family has been associated with John Carroll University for more than eighty years.
Private Gift Support

**John M. and Mary Jo Boler Challenge Fund**

In 1996, Trustee John M. Boler, Class of 1956, and his wife Mary Jo announced a $10-million challenge gift to enable the university, through matching donations from alumni and friends, to increase its endowment and fund presidentially approved campus projects. In recognition of this magnanimous gift, the university named its School of Business for the Bolers. The Bolers also are sponsors of a $1-million unrestricted endowment fund. Mr. Boler is chairman and chief executive officer of the Boler Company, a multinational truck parts manufacturer headquartered in Itasca, Illinois. He and his wife have been among the leading advocates and supporters of the university and active participants in alumni affairs over several decades.

**John G. and Mary Jane Breen Endowment for Catholic Studies**

The Breens have funded a $1-million endowment whose specific purpose is to be designated at a later time. For the present, the fund will continue to build its assets as annual income is returned to principal. The Breens have demonstrated deep loyalty and generosity over a long period. Mr. Breen is a member of the Class of 1956 and a recipient of an honorary degree in 1997. Mrs. Breen holds both undergraduate and master’s degrees from JCU.

**Robert M. Ginn Institute for Corporate Social Responsibility**

Named in honor of a retired Cleveland business executive and community leader, the Robert M. Ginn Institute builds upon the Cleveland business community’s record of social achievement and community spirit to establish a continuing program and dialogue on issues of social consequence to business. Through student internships and programs, the Ginn Institute seeks to enhance understanding of critical social issues and to foster a cooperative spirit among corporations, non-profit organizations, and communities. The Ginn Institute sponsors non-profit service internships in memory of JCU’s late president, Rev. Michael J. Lavelle, S.J.

**Helen and Leland Schubert Ethics Endowment**

Funded through a $1-million gift, the Helen and Leland Schubert Ethics Endowment fosters and sustains faculty dialogue on ethical questions and ways to bring discussion of ethical issues into existing and newly designed courses. This program focuses student attention on ethical issues, promotes awareness and understanding of such issues both on the theoretical and applied levels, and provides students with direction and practice in ethical decision making.
Private Gift Support

Fifth-Year Accountancy Scholarship Endowment Fund

Through the generosity of our accounting alumni, several CPA firms, and the Boler Match, the Fifth-Year Accountancy Scholarship Endowment Fund was created to assist John Carroll accountancy students. Beginning in the year 2000, a state-mandated fifth year of studies was required in order to sit for the CPA exam in Ohio and in most other states. The Fifth-Year Endowment, now over $1.2 million, supports scholarships for our students to complete the fifth-year accountancy requirements at John Carroll and to obtain an M.B.A. degree as well.

Kresge Science Equipment Endowment Fund

In 1992, the Kresge Foundation awarded John Carroll University a Kresge Science Initiative Challenge Grant of $280,000. The university raised additional funds from science alumni, corporations, foundations, and other sources to create a permanently endowed fund of over $1 million to be used toward the purchase of new science equipment and updating laboratory facilities.

Thomas W. Mastin Scholarship Fund

The Mastin Scholarship Fund was established in 1990 by Dr. Thomas W. Mastin, retired chairman and chief executive officer of the Lubrizol Corporation and philanthropist. Dr. Mastin made a great statement about the need to advance science in our country through his commitment to fund thirty-six scholarships, each valued at $10,000, for science students at nine colleges. The Mastin Scholarships at John Carroll are awarded to three students each year who are committed to majoring in one of the natural sciences or mathematics. Eligible students must qualify as a National Merit Semi-Finalist or have an ACT composite score of 27 or better.

Muldoon Scholarship Fund

When Edward M. Muldoon, a graduate of John Carroll’s Class of 1948 and a California entrepreneur, sold the company he founded to his employees, he made a $2.5 million gift of corporate stock to the university. Much of the gift, $1 million, endowed the Edward M. Muldoon Center for Private Business. The remainder of the gift, $1.5 million, was used to establish an endowed scholarship fund for student financial aid.

American Values Scholarships

American Values Scholarships are awarded primarily on the basis of academic and extracurricular merit, with secondary consideration to financial need. The annual awards, which range from $1,000 to $3,000, are financed from income earned on endowed gifts. American Values awards seek to promote and reward qualities of
Private Gift Support

intellectual enterprise, initiative, and moral integrity among students both in classroom and in extracurricular pursuits.

Donors of American Values Scholarships are the following:

- American Spring Wire Corp. in memory of William J. and Honore M. Selhorst
- Anonymous gift in honor of Henry F. Birkenhauer, S.J.
- The Dauby Charity Fund in memory of Nathan L. Dauby
- The Christopher Foundation in honor of Mr. and Mrs. Thomas F. Dolan
- George W. Codrington Charitable Foundation
- Estate of Rosemary Farrow in memory of George E. and Dr. Robert L. Farrow
- Estate of Jean A. Halpert
- Estate of Miriam Mackin Jardine
- Kahl Charitable Corporation
- Chester B. Lynn '36
- Fred A. Lennon
- Hugh McCaffrey in memory of Eugene J. McCaffrey, M.D. '40
- Florence and Ralph Vince
- Gene '39 and Stella Zannoni

Fr. Michael J. Lavelle, S.J., Memorial Scholarships

In memory of its twenty-first president, the university established the Father Lavelle Scholarships as an endowed fund in 1995. These scholarships enable currently enrolled students who experience extreme financial emergencies to stay in school and continue their John Carroll education. Father Lavelle, who had served as president since 1988 and, before that, as academic vice president and dean of the Boler School of Business, died in the spring of 1995.

Fr. Frederick E. Welfle, S.J., Scholarships

Alumnus Edward M. Muldoon '48, of Irvine, California, has donated $2 million to endow the Father Welfle Scholarships. Father Welfle served as president of John Carroll University from 1946 to 1956, leading the university from difficult postwar times to prosperity in the mid-50s. The Welfle Scholarships generate more than $100,000 annually in financial aid for students exhibiting academic achievement and family need.
Private Gift Support

Endowment, Scholarship and Other Special Funds

ABC Hustle and Harmony Scholarship Fund
Allyn Adams Fifth-Year Accounting Scholarship Fund
Richard J. Adams Business Grant
African-American Business Scholarship
Delores L. Aiello Scholarship Fund
Akron Alumni Scholarship Fund
Alpha Sigma Nu Scholarship Fund
Alumni Board Scholarship
Rose A. Anderson Memorial Fund
Edward Arose Phi Kappa Tau Endowment Fund
Robert E. and Norma Matz Arsham Memorial Fund
Arthur Andersen & Co. Endowment Fund
Arthur Vining Davis Faculty Development Endowment
Barnes, Wendling, Cook & O’Connor Accounting Endowment Fund
Beck Foundation Memorial Scholarship
Begun Institute for Studies of Violence and Aggression
Catherine and Bertrand Belda Cooperative Education Endowment Fund
Max Bergman Scholarship Fund
Philoma B. and William G. Bernet, Sr. Memorial Fund
John and Sylvia Bican Scholarship Fund
Henry F. Birkenhauer, S.J., Fund for Faculty Development
Blazon Foundation Fine Arts Endowment Fund
Blue/Gold Club Awards
F. M. Boff Scholarship Fund
James C. Boland ’62 Fifth-Year Accountancy Scholarship Fund
Patricia Relyea Boland/Ernst & Young Scholarship for Women in Business Fund
Mr. and Mrs. John M. Boler Endowment Fund
Kenyon C. Bolton Memorial Fund
Joseph T. Bombelles Award in Economics

David Matthew Bonnot Scholarship Fund in Philosophy
John P. Borelli Leadership Grant
Boys Hope Girls Hope Scholarship Fund
E. J. Bracken, S.J., Memorial Scholarship Fund
Mr. and Mrs. John G. Breen Endowment Fund
James T. Breslin ’40–WEWS Award in Communications
Thomas Bridgeman Endowment Fund
Mr. and Mrs. Robert H. Briggs Scholarship Fund
Bryant Endowment Fund
Theresa Buchbauer Endowment Fund
Mary C. Byrnes Endowment Fund
Dr. and Mrs. Kenneth R. Callahan Scholarships for Premedical and Predental Students
Callahan/Merriman Scholarship Fund
Dr. John L. Callinan ’58 Scholarship Fund
Vincent Campanella Endowment Fund
Campion Service Awards
Campus Ministry/Spiritual Exercises Endowment Fund
Robert S. Carey ’67 Memorial Fund
John R. Carpenter Scholarship Fund
Dr. John A. Carrabine Chemistry Computer Lab Fund
John T. Carroll Scholarship Fund
Dr. Robert B. Carver Memorial Fund
Charles A. Castellano, S.J., Scholarship Fund
Mary Castrigano Scholarship Fund
Catholic Studies Program Endowment
Central Ohio Scholarship Fund
The Reverend Vaclav Chaloupka Endowment Fund
Chi Sigma Iota Scholarship Fund
Chicago Alumni Scholarship Fund
Christopher Foundation Endowment Fund
Ciuni & Panichi Endowment Fund
Class of ’57 Scholarship Award
Private Gift Support

Class of 1964 Twentieth Reunion Scholarship Fund
Class of 1988 Endowment Gift Fund
Class of 1989 Endowment Gift Fund
Cleveland Foundation Scholarship Funds
A. Jerome Clifford, S.J., Scholarship in Finance
Henry Beckman Coakley Scholarship
Joseph C. Coakley School of Business Scholarship Fund
Cohen & Co. Endowment Fund
Community Volunteer Service Endowment Fund
Msgr. Edward B. Conry ’06 Scholarship Fund
Coopers & Lybrand Student Awards
Joseph T. Cotter Memorial Fund and Poetry Prize
John E. Crew Scholarships
John J. Crowley, Mary Crowley, and Joseph A. Crowley Scholarship Fund
Nicole Kato and Antonio Culicchia Italian-American Endowed Scholarship Fund
Carl Culicchia Grant
Lucrezia Culicchia Award
Peter J. Culliton Memorial Fund
John R. Cunin Scholarship in Business
Cunniff Award
Curran Chapel Memorial Fund
Kathleen Daly Scholarship Fund
Dauby Endowment Fund
Arthur Vining Davis Faculty Development Fund
Debate and Oratory Endowment Fund
James M. Delaney, CPA Fifth-Year Accounting Scholarship Fund
Deloitte & Touche Scholarships
Frank J. Devlin Scholarship Fund
Pierre and Margaret Diemer Family Endowed Fifth-Year Accounting Scholarship Fund
Francis T. Dietz, S.J., Scholarship Fund
Anthony H. Dindia, M.D., Scholarship Fund
Kathleen Dolan Award in Communications
Thomas F. Dolan Memorial Loan Fund
Dr. D. R. Domn Scholarship Fund
William J. Donahue Memorial Fund
Dr. Marguerite E. Doyle Memorial Fund
Monsignor Dubosh Memorial Endowment Fund
Lt. Col. W. G. Duemmel Advanced Military Science Loan Fund
F. W. Dugan Scholarship Fund
Dustman Memorial Fund
Herbert C. Eisele Student-Athlete Scholarship Fund
Campbell Elliott Scholarship Fund
Frank T. Elliott, Jr. Scholarship Fund
Louis and Marcia Emsheimer OhioLink Endowment Fund
Harold Enright Endowment Fund
Erie Cathedral Prep Scholarship Fund
Ernst & Young Accounting Scholarship and Professional Development Endowment
Ernst & Young Endowment Fund
E.T.C. Scholarship Fund
Evening College Scholarships
Dr. René Fabien German Scholarship Fund
Fagan/Haddad Memorial Scholarship Fund
Joseph and Elizabeth Feeley Scholarship in Business Logistics
Fifth-Year Accounting Endowment Fund
John Flash Chemistry Textbook Award
Ford Foundation Endowment Fund
Anthony C. Frate ’57 Scholarship Fund
Austin J. Freeley Debating Scholarship
Friedland Award in Gerontology
Friedland MBA Scholarship Fund
Allan and Josephine Fritzsche Trust Fund
Fund for Faculty-Staff Fringe Benefits
James E. Gallagher Scholarship Fund
Myles F. Gallagher ’55 Scholarship Fund
GAR Foundation Logistics Faculty Development Endowment
GAR Foundation Scholarship Endowment
Garda Scholarship
G.E. Endowment Scholarship Fund
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<td>Lawrence J. Monville, S.J., Scholarship Fund for Physics</td>
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<td>The Chaplain Mooney Student Loan Fund</td>
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<td>Muer Detroit Scholarship</td>
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<td>Muldoon Scholarship Fund</td>
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<td>Murch Scholarship Fund</td>
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<td>Murphy Irish Arts Association Scholarship</td>
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### Private Gift Support

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<td>Marie Nash Loan Fund</td>
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<td>Neuroscience Concentration Fund</td>
<td>Price Waterhouse Endowment Fund</td>
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<td>Fr. Nichols Endowment</td>
<td>Barney and Josephine Racek Scholarship Fund</td>
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<td>R. A. and H. M. Nichols Scholarship Fund</td>
<td>Ratner Memorial Fund</td>
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<td>Edward C. Reilley Scholarship Fund</td>
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<td>Darwin Noll Endowment Fund</td>
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<td>Walter S. Nosal Counseling and Testing Endowment Fund</td>
<td>Nathan Richman Scholarships</td>
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<td>Oberst International Peace Lecture Fund</td>
<td>RIMS/Marsh Risk Management and Insurance Scholarships in Finance</td>
</tr>
<tr>
<td>Kateri–O’Brien Chevrolet Scholarship Fund</td>
<td>Carol and Charles Rini Endowment Fund</td>
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<tr>
<td>Rev. T. P. O’Malley, S.J., Scholarship Fund</td>
<td>Madeline R. Robson Endowment Fund</td>
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<tr>
<td>F. J. O’Neill Endowment Fund</td>
<td>Anthony Rocco Scholarship Fund</td>
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<td>H. M. O’Neill Fund</td>
<td>Patti J. Rosenfeld Scholarship Fund in Communication</td>
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<td>Hugh O’Neill Endowment Fund</td>
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<td>Patrick J. O’Neill Memorial Fund</td>
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<td>Hippolit Orlowski Scholarship Fund</td>
<td>Salcau Endowment Fund</td>
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<td>Thomas L. and Rev. Francis L. Osborne Memorial Scholarship</td>
<td>Sampliner Fund for Jewish Studies</td>
</tr>
<tr>
<td>Edgar L. Ostendorf, Sr., Scholarship Fund</td>
<td>Outstanding Business Information Systems Award</td>
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<td>Rev. Joseph P. Owens, S.J., Scholarship Fund</td>
</tr>
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<td>Mark W. Pacelli Scholarship in Finance</td>
<td>Edward T. Ryan Memorial Fund</td>
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<td>Richard J. Pamula ’61 Scholarship Fund</td>
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<td>PAVCO Industrial Chemical Scholarship Fund</td>
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<td>Dr. James Peirlo Memorial Fund</td>
<td>Sampliner Fund for Jewish Studies</td>
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<td>Ralph A. Pfeiffer, Jr., ’49 Scholarship Fund</td>
<td>Sandusky Central Catholic Scholarship</td>
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<td>Thomas Arthur Picard, M.D., Scholarship Fund for Science Students</td>
<td>Satullo Scholarship Fund</td>
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<td>Bishop Anthony Pilla Program in Italian-American Studies</td>
<td>Catherine B. Schaefer Scholarship Fund</td>
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<td>Sharika Pitts Scholarship Fund</td>
<td>Bob Schenkelberg SIFE Scholarship</td>
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<tr>
<td>The Plain Dealer Scholarships</td>
<td>Joseph A. Schlitz Scholarship Fund</td>
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<td>Walter F. Platte Scholarship in Total Quality Management</td>
<td>Robert J. and Linda B. Schneider Scholarship Fund</td>
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<td>Roderick Boyd Porter Scholarship Fund</td>
<td>Father Schuchert Prize</td>
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<td>Jerry Schweickert ’60 Grant</td>
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<td>Bro. Raymond F. Schnepf, S.M., Mathematics Scholarship Fund</td>
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<td></td>
<td>School of Business Advancement Fund</td>
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<td></td>
<td>School of Business 50th Anniversary Scholarship Fund</td>
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<td></td>
<td>Dr. and Mrs. Leland Schubert Endowment Fund</td>
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<td>Helen and Leland Schubert Ethics Endowment Fund</td>
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<td>Frank and Helen Schulte Memorial Scholarship Fund</td>
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### Private Gift Support

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<th>Fund Name</th>
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<td>Schulte–Mazanec Memorial Fund</td>
<td>Gregory A. Thompson Scholarship Fund</td>
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<td>Jason R. Schuster Memorial Scholarship</td>
<td>Richard J. Tobin ’59 Scholarship Fund</td>
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<td>William J. Seiber Scholarship Fund</td>
<td>Harry J. Tooey Endowed Scholarship Fund</td>
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<tr>
<td>The Don Shula Center Endowment Fund</td>
<td>Lisa Jankowski Toomey Scholarship Fund</td>
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<td>Don Shula Chair in Philosophy</td>
<td>William C. Treuhaft Memorial Fund</td>
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<tr>
<td>Dr. Paul J. Sindelar Memorial Fund</td>
<td>Julie Tesauro Truog Scholarship Fund</td>
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<td>Irene King Slife Scholarship Fund</td>
<td>TRW Scholarships</td>
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<td>Slovak Educational Trust Fund</td>
<td>Walter and Mary Tuohy Endowment Fund</td>
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<td>Dr. Robert Sly ’42 Scholarship Fund</td>
<td>Laurence C. Turner, Jr., Memorial Endowment Fund for the Library</td>
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<tr>
<td>Eugene J. Smayda Scholarship Fund</td>
<td>Christine Urbaniaik Memorial Fund</td>
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<tr>
<td>Raymond Smiley Fifth-Year Accounting Scholarship Fund</td>
<td>R. J. Vertin Scholarship Fund</td>
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<tr>
<td>Elizabeth C. Smith Endowment Fund</td>
<td>Vietnam Veterans Scholarship Fund</td>
</tr>
<tr>
<td>Francis J. Smith, S.J., Endowment for the Promotion of Poetry</td>
<td>Florence and Ralph Vince Scholarship Fund</td>
</tr>
<tr>
<td>Frank J. Smith Scholarship Fund</td>
<td>Visiting Jesuit Professorship Fund</td>
</tr>
<tr>
<td>John ’62 and Fran Smith Scholarship Fund</td>
<td>Pauline Vollmer Scholarship Fund</td>
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<tr>
<td>Rev. T. M. Smyth Scholarship Fund</td>
<td>Volunteer Service Program Endowment</td>
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<td>Rev. Donald Smythe, S.J., Scholarship Fund</td>
<td>Constance E. Walter Memorial Scholarship Fund</td>
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<tr>
<td>Mrs. Dorothy Smythe Memorial Fund</td>
<td>Anastasia Walters Memorial Fund</td>
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<tr>
<td>Ernest Snider Memorial Scholarship</td>
<td>The Warner &amp; Swasey Fund</td>
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<tr>
<td>James R. Sprankle Library Fund</td>
<td>The Wasmer Chair in American Values</td>
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<tr>
<td>Joseph and James R. Sprankle Scholarship Fund</td>
<td>John E. Weber Scholarship Fund</td>
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<tr>
<td>Standard Products–Dr. James S. Reid Chair in Management</td>
<td>Susan M. Weber Trust Fund</td>
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<td>Sullens Fifth-Year Accounting Scholarship Fund</td>
<td>Fr. F. E. Welfle, S.J., Scholarship Fund</td>
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<tr>
<td>Robert T. Sullens ’53 Award in Taxation</td>
<td>Sally H. Wertheim Educational Leadership Award</td>
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<tr>
<td>Frank and Mary Sullivan Scholarship Fund</td>
<td>Dr. J. J. Wey Scholarship Fund</td>
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<td>Kevin R. Sullivan Memorial Fund</td>
<td>Marsha Newman Willey ’97 Scholarship Fund</td>
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<td>Eleanor G. Stava Scholarship Fund</td>
<td>John E. Willkom KPMG Fifth-Year Accounting Scholarship Fund</td>
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<td>Dan and Lois Sussen Scholarship Fund</td>
<td>James F. Wilson ’39 Memorial Fund</td>
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<td>Mrs. Joseph J. Sussen Scholarship Fund</td>
<td>Myron T. Wilson Endowment Fund</td>
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<td>Jean M. Sutowski Memorial Fund</td>
<td>Stanley Wisniewski Memorial Fund</td>
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<td>Alvin J. Sutton, Sr., Memorial Fund</td>
<td>WJCU Endowment Fund Director’s Award</td>
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<td>Swagelok Foundation Endowment</td>
<td>Paul A. Woelfl, S.J., Public Policy Seminar Fund</td>
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<td>Helen and Paul Szilagyi Endowment Fund</td>
<td>Elyse Wolf Memorial Scholarship Fund</td>
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<td>Robert F. Tangredi Scholarship Fund</td>
<td>Xaverian Scholarship Fund</td>
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<td>Lillian T. Thomey Staff Scholarship Fund</td>
<td>Xerox Minority Scholarship Fund</td>
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<tr>
<td>Edmund B. Thomas Chemistry Scholarship Fund</td>
<td>Zajac Memorial Fund</td>
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Private Gift Support

Dorothy Zak Trust
Leonard F. Zaller Memorial Fund for Spiritual Exercises
Allen Zeaman Memorial Fund
Dr. Michael J. Zilko ’44 Memorial Fund
Donna Zimmerman Memorial Fund
Rose Zlamal Memorial Fund

Mr. and Mrs. Joseph Zlatoper Scholarship Fund
Charles F. and Murial A. Zodrow Akron Area Scholarship Fund
Charles Zumbiel ’63 Music Memorial Fund
Minnie Zwilling Scholarship Fund
Faculty Awards

The Distinguished Faculty Award

Established in 1969, the Distinguished Faculty Award is the highest honor that John Carroll University can bestow on a member of its faculty. It is presented annually to a full-time faculty member selected by the university community for excellence in classroom teaching, scholarship, advisement and leadership of students, and community concern. The individual chosen to receive the award receives a cash prize and an engraved plaque presented at commencement ceremonies. Holders of the award since 1982 have been:

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1982</td>
<td>Dr. Edward J. Walter</td>
</tr>
<tr>
<td>1983</td>
<td>Dr. Joseph B. Miller</td>
</tr>
<tr>
<td>1984</td>
<td>Dr. William H. Nichols, S.J.</td>
</tr>
<tr>
<td>1985</td>
<td>Mr. Leone J. Marinello</td>
</tr>
<tr>
<td>1986</td>
<td>Dr. Cyrilla H. Wideman</td>
</tr>
<tr>
<td>1987</td>
<td>Dr. David M. La Guardia</td>
</tr>
<tr>
<td>1988</td>
<td>Dr. Duane A. Dukes</td>
</tr>
<tr>
<td>1989</td>
<td>Dr. Thomas M. Tomasic</td>
</tr>
<tr>
<td>1990</td>
<td>Dr. Nick R. Baumgartner</td>
</tr>
<tr>
<td>1991</td>
<td>Dr. John R. Spencer</td>
</tr>
<tr>
<td>1992</td>
<td>Dr. Joseph T. Bombelles</td>
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<tr>
<td>1993</td>
<td>Dr. Joseph Trivisonno, Jr.</td>
</tr>
<tr>
<td>1994</td>
<td>Dr. Marian J. Morton</td>
</tr>
<tr>
<td>1995</td>
<td>Dr. Raj Aggarwal</td>
</tr>
<tr>
<td>1996</td>
<td>Dr. Richard K. Fleischman, Jr.</td>
</tr>
<tr>
<td>1997</td>
<td>Dr. Joseph F. Kelly</td>
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<tr>
<td>1998</td>
<td>Dr. Robert D. Sweeney</td>
</tr>
<tr>
<td>1999</td>
<td>Dr. Klaus Fritsch</td>
</tr>
<tr>
<td>2000</td>
<td>Dr. Robert H. Getscher</td>
</tr>
<tr>
<td>2001</td>
<td>Rev. Thomas L. Schubeck, S.J.</td>
</tr>
<tr>
<td>2002</td>
<td>Dr. Paul R. Murphy, Jr.</td>
</tr>
<tr>
<td>2003</td>
<td>Dr. Miles M. Coburn</td>
</tr>
<tr>
<td>2004</td>
<td>Dr. Jeanne M. Collieran</td>
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<tr>
<td>2005</td>
<td>Dr. Andrew M. Welki</td>
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Lucrezia Culicchia Award for Teaching Excellence

The Lucrezia Culicchia Award, established to recognize teaching excellence, is awarded annually to a member of the faculty of the College of Arts and Sciences.

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>1990</td>
<td>Dr. Janet D. Larsen</td>
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<tr>
<td>1991</td>
<td>Dr. Harry C. Nash</td>
</tr>
<tr>
<td>1992</td>
<td>Mr. Jerry L. Moreno</td>
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<tr>
<td>1993</td>
<td>Dr. David M. La Guardia</td>
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<tr>
<td>1994</td>
<td>Dr. Heidi I. Stull</td>
</tr>
<tr>
<td>1995</td>
<td>Dr. Jeanne M. Collieran</td>
</tr>
<tr>
<td>1996</td>
<td>Dr. Valerie R. Flechtner</td>
</tr>
<tr>
<td>1997</td>
<td>Dr. Brenda A. Wirkus</td>
</tr>
<tr>
<td>1998</td>
<td>Dr. Carl R. Spitznagel</td>
</tr>
<tr>
<td>1999</td>
<td>Dr. Patrick J. Mooney</td>
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<tr>
<td>2000</td>
<td>Dr. Marian J. Morton</td>
</tr>
<tr>
<td>2001</td>
<td>Dr. Katherine M. Gatto</td>
</tr>
<tr>
<td>2002</td>
<td>Mr. Anthony L. Palermo</td>
</tr>
<tr>
<td>2003</td>
<td>Dr. Barbara K. D’Ambrosia</td>
</tr>
<tr>
<td>2004</td>
<td>Dr. Margaret O. Finucane</td>
</tr>
<tr>
<td>2005</td>
<td>Dr. Mariana J. Ortega</td>
</tr>
</tbody>
</table>
Dr. Andrew M. Welki, Assistant Professor of Economics
Recipient of 2005 Distinguished Faculty Award
Faculty Awards

Wasmer Outstanding Teaching Award

The Wasmer Award, established to recognize teaching excellence, is awarded annually to a member of the faculty of the Boler School of Business. The recipient is chosen from the five candidates receiving the most votes for the Student Business Advisory Council's Outstanding Teacher Award.

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
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<tbody>
<tr>
<td>1992</td>
<td>Dr. Andrew M. Welki</td>
</tr>
<tr>
<td>1993</td>
<td>Dr. Marian M. Extejt</td>
</tr>
<tr>
<td>1994</td>
<td>Dr. Marc Lynn</td>
</tr>
<tr>
<td>1995</td>
<td>Dr. Marilynn Collins</td>
</tr>
<tr>
<td>1996</td>
<td>Dr. Donald R. Domn</td>
</tr>
<tr>
<td>1997</td>
<td>Dr. Andrew M. Welki</td>
</tr>
<tr>
<td>1998</td>
<td>Dr. Susan H. Higgins</td>
</tr>
<tr>
<td>1999</td>
<td>Dr. William N. Bockanic</td>
</tr>
<tr>
<td>2000</td>
<td>Dr. Marc Lynn</td>
</tr>
<tr>
<td>2001</td>
<td>Dr. Charles A. Watts</td>
</tr>
<tr>
<td>2002</td>
<td>Dr. Andrew M. Welki</td>
</tr>
<tr>
<td>2003</td>
<td>Dr. Walter O. Simmons</td>
</tr>
<tr>
<td>2004</td>
<td>Dr. James H. Martin</td>
</tr>
</tbody>
</table>

George E. Grauel Faculty Fellowships

To encourage research and writing, the university annually awards faculty fellowships providing leave to work on special projects. The fellowships are named in memory of Dr. George E. Grauel, who served the university from 1933 until his death in 1967. Dr. Grauel was professor of English, dean of the Evening College, and director of Institutional Planning. Recipients of fellowships since 1993 have been:

<table>
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<td>1995-96</td>
<td>Dr. George B. Bilgere</td>
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<td>Dr. William N. Bockanic</td>
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<tr>
<td></td>
<td>Dr. Rosemarie Emanuele</td>
</tr>
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<td></td>
<td>Dr. Katherine M. Gatto</td>
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<td></td>
<td>Dr. Gerald W. Jorgenson</td>
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<td></td>
<td>Dr. Robert J. Kolesar</td>
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<td>Dr. Paul J. Lauritzen</td>
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<tr>
<td></td>
<td>Dr. Maryclaire Moroney</td>
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<td></td>
<td>Dr. David W. Rainey</td>
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<td></td>
<td>Dr. Christopher R. Roark</td>
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<td></td>
<td>Dr. Paul L. Shick</td>
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<td></td>
<td>Dr. John C. Soper</td>
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<tr>
<td></td>
<td>Dr. Carl R. Spitznagel</td>
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<tr>
<td>1996-97</td>
<td>Dr. F. Komla Aggor</td>
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<tr>
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<td>Dr. David G. Anderson</td>
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<tr>
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<td>Dr. Dean N. Birch</td>
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<td>Dr. Mark E. Diffenderfer</td>
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<td>Dr. Michael R. Fisch</td>
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<td>Dr. Mary Ann Flannery, V.S.C.</td>
</tr>
<tr>
<td></td>
<td>Dr. Richard K. Fleischman, Jr.</td>
</tr>
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<td></td>
<td>Dr. David J. Klooster</td>
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<td></td>
<td>Dr. Graciela Lacueva</td>
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<tr>
<td></td>
<td>Dr. David R. Mason</td>
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<tr>
<td></td>
<td>Dr. Marian J. Morton</td>
</tr>
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<td></td>
<td>Dr. David W. Robson</td>
</tr>
<tr>
<td></td>
<td>Dr. Kathleen A. Roskos</td>
</tr>
<tr>
<td></td>
<td>Dr. Jacqueline J. Schmidt</td>
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<td>Dr. Jonathan E. Smith</td>
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<tr>
<td></td>
<td>Dr. Andreas Sobisch</td>
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</table>
Faculty Awards

1997-98
Dr. Linda C. Brazdil  Dr. John S. McBratney
Dr. Doris K. Donnelly  Dr. Sheila E. McGinn
Dr. Christopher M. Faiver  Dr. Paul R. Murphy
Dr. Joseph F. Kelly  Dr. Thomas R. Nevin
Dr. Linda A. Koch  Dr. Paul K. Nietupski
Dr. Brian K. Macaskill  Dr. Marvin M. Richards, III
Dr. James H. Martin  Dr. Robert D. Sweeney
Dr. Pamela A. Mason  Dr. Joseph Trivisonno, Jr.

1998-99
Dr. Matthew P. Berg  Dr. John Guidubaldi
Dr. Robert Bloom  Dr. Lisa L. Hall
Dr. Francesco C. Cesareo  Dr. James L. Lissemore
Dr. Paul R. Challen  Dr. Joan M. Nuth
Dr. Patrick B. Chen  Dr. Antonio Pérez-Romero
Dr. Miles M. Coburn  Dr. Charles E. Scillia
Dr. Jeanne M. Colleran  Dr. Leo J. Schneider
Dr. Marilynn L. Collins  Dr. James C. Swindal
Dr. Klaus Fritsch

1999-2000
Dr. Leslie S. Curtis  Dr. Mariana J. Ortega
Dr. Enrique Luengo  Dr. Martha Pereszlenyi-Pinter
Dr. Kathleen M. Manning  Rev. Thomas L. Schubeck, S.J.
Dr. Dwight M. Olson  Dr. Gerald P. Weinstein

2000-2001
Dr. Carl D. Anthony  Dr. Donald M. Poduska
Dr. Mary E. Beadle  Dr. Roger W. Purdy
Dr. Lindsay N. Calkins  Dr. Christopher R. Roark
Dr. Barbara K. D’Ambrosia  Dr. Nicholas R. Santilli
Dr. Jason F. Earle  Dr. David C. Schirm
Dr. Karen L. Gygli  Dr. Karen Schuele
Dr. Phyllis B. Harris  Dr. Paul L. Shick
Dr. Jeffrey R. Johansen  Dr. John R. Spencer
Dr. Catherine Miller
2001-2002
Dr. F. Komla Aggor
Dr. George B. Bilgere
Dr. William J. Cenker
Dr. Richard K. Fleischman, Jr.
Dr. Katherine M. Gatto
Dr. Daniel P. Kilbride
Dr. Susan O. Long
Dr. Maryclaire Moroney
Dr. Marian J. Morton
Dr. Daniel W. Palmer
Dr. Hélène N. Sanko
Dr. John C. Soper
Dr. Elizabeth v. Swenson

2002-2003
Dr. Joseph F. Kelly
Dr. John F. Klein
Dr. Linda A. Koch
Rev. Stephen T. Krupa, S.J.
Dr. Anne Kugler
Dr. John S. McBratney
Dr. Sheila E. McGinn
Dr. Paul R. Murphy
Dr. Paul K. Nietupski
Dr. Marvin M. Richards, III
Dr. Larry M. Schwab
Dr. Brenda A. Wirkus
Dr. Thomas J. Zlatoper

2003-2004
Dr. Matthew Berg
Dr. Robert Bloom
Dr. Santa Casciani
Dr. Jeanne Colleran
Dr. J. Benjamin Forbes
Dr. Graciela Lacueva
Dr. David Mascotti
Dr. Debra Rosenthal
Dr. Paul Lauritzen
Dr. Thomas Nevin
Dr. Antonio Pérez-Romero
Dr. Carin Ruff

2004-2005
Dr. Paula Britton
Dr. Gregory A. DiLisi
Dr. Thomas R. Evans
Fr. Harry J. Genzler, S. J.
Dr. Mark Kirschenbaum
Dr. Roland L. Madison
Mr. Nevin J. Mayer
Fr. Thomas L. Schubeck, S. J.
Dr. Earl W. Spurgin

2005-2006
Dr. Gerald Guest
Dr. Jeffrey R. Johansen
Dr. Sharon M. Kaye
Dr. James L. Lissemore
Dr. Pamela Mason
Dr. Philip J. Metres
Dr. Patrick J. Mooney
Dr. Albert Nagy
Dr. Michael Nichols
Dr. Mariana J. Ortega
Dr. Christopher R. Roark
Fr. Francis X. Ryan
Dr. John R. Spencer
Dr. Mark G. Storz
Dr. E. Paul Thomson
Administration

Directors, Administrators, Committees

The Board of Directors

Charles J. Koch  
Chair

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David M. La Guardia, Ph.D., Chair  Scott B. Moore, Ph.D.
Mary E. Beadle, Ph.D.  Joel W. Mullner
Lauren L. Bowen, Ph.D.  Robert L. Niehoff, S.J., Ph.D.
Sherri A. Crahen, Ph.D.  Daniel O’Malley
Linda Eisenmann, Ph.D.  Doris M. Pudloski, M.B.A.
Thomas Fanning, B.A.  Patrick H. Rombalski, Ed.D.
Howard J. Gray, S.J., Ph.D.  Nicholas R. Santilli, Ph.D.
Jonathan C. Ivec, M.B.A., CPA  Timothy T. Shannon, S.J., Ph.D.
Jeffrey R. Johansen, Ph.D.  Jonathan E. Smith, Ph.D.
James H. Krukones, Ph.D.  Sally H. Wertheim, Ph.D.
Anne Kugler, Ph.D.  Thomas J. Zlatoper, Ph.D.
Paul J. Lauritzen, Ph.D.  *one staff representative
Committees

Faculty Forum Committees

Executive Committee
Ernest M. DeZolt, Ph.D., Chair
Paul J. Lauritzen, Ph.D., Vice Chair
Mindy J. Peden, Ph.D., Secretary
Robert J. Kolesar, Ph.D. (HS)
Greciela Lacueva, Ph.D.
David M. La Guardia, Ph.D.
Marc P. Lynn, Ph.D.
Beth Martin, Ph.D.
Sheila E. McGinn, Ph.D.

Executive Committee
Catherine Miller, Ph.D.
Chris Roark, Ph.D.
Andreas Sobisch, Ph.D.
Karen Schuele, Ph.D.
Paul L. Shick, Ph.D.
Elizabeth v. Swenson, Ph.D.
Nancy P. Taylor, Ph.D.
Sheri D. Young, Ph.D.

*one committee chair to be elected

Committee on Academic Policies
Matthew P. Berg, Ph.D.
Gwendolyn M. Kinbrew, Ph.D.
Anne Kugler, Ph.D.
David M. La Guardia, Ph.D.
Marc P. Lynn, Ph.D.
Jacqueline J. Schmidt, Ph.D.
E. Paul Thomson, Ph.D.
Andrew M. Welki, Ph.D.
Sheri D. Young, Ph.D.

Committee on Nominations
Jonathan Gunderson, Ph.D.
Marc P. Lynn, Ph.D.
Paul J. Lauritzen, Ph.D.
Maryclaire Moroney, Ph.D.
Tamba Nlandu, Ph.D.
Linda M. Seiter, Ph.D.
Elizabeth A. Stiles, Ph.D.

Committee on Policies for Rank, Tenure, and Salary
Miles M. Coburn, Ph.D.
Sharon M. Kaye, Ph.D.
Susan O. Long, Ph.D.
Marcella D. Milota, M.S.L.S.
Dwight M. Olson, Ph.D.
Chris Roark, Ph.D.
Mark D. Treleven, Ph.D.

Committee on Research, Service, and Faculty Development
Mary E. Beadle, Ph.D., Ex-officio
Matthew P. Berg, Ph.D.
Janet D. Larsen, Ph.D.
Kathleen M. Manning, Ph.D.
Beth Martin, Ph.D.
John S. McBratney, Ph.D.
Sheila E. McGinn, Ph.D.
Catherine Miller, Ph.D.
Gerald P. Weinstein, Ph.D.

Finance Committee
Jonathan C. Ivec, M.B.A., CPA
Karen Schuele, Ph.D.
Andreas Sobisch, Ph.D.
Elizabeth v. Swenson, Ph.D.
John H. Yost, Ph.D.
Retired Faculty

(Dates in parentheses indicate years of appointment and retirement.)

LUCIEN A. AUBÉ (1950-90)
*Professor Emeritus of French*
Ph.D., Case Western Reserve University

FRANCIS V. BALDO (1958-69)
*Assistant Professor of Transportation*
M.B.A., Western Reserve University

KATHLEEN L. BARBER (1968-89)
*Professor Emeritus of Political Science*
Ph.D., Case Western Reserve University

MARGARET BERRY (1965-89)
*Professor Emeritus of English*
Ph.D., Saint John's University

ROBERT C. BOHINSKI (1966-2001)
*Professor Emeritus of Chemistry*
Ph.D., Pennsylvania State University

JOSEPH T. BOMBELLES (1963-98)
*Professor Emeritus of Economics*
Ph.D., Western Reserve University

EDWARD F. CAROME (1954-2000)
*Professor Emeritus of Physics*
Ph.D., Case Institute of Technology

*Special Visiting Assistant Professor of Physics*
Ph.D., The Catholic University of America

*Associate Professor of Sociology*
Ph.D., Cornell University

THOMAS J. COYNE (1981-95)
*Professor of Finance*
Ph.D., Western Reserve University

JOHN V. CZERAPOWICZ (1966-2004)
*Professor of Political Science*
Ph.D., Indiana University

JAMES L. DAGUE (1972-2000)
*Associate Professor of Education*
Ed.D., The University of Akron

WILLIAM DEIGHAN (1988-98)
*Associate Professor Emeritus of Education*
Ph.D., Case Western Reserve University

ANDRES C. DIAZ (1965-83)
*Associate Professor of Spanish*
LL.D., University of Havana

*Director, Grasselli Library*
Ph.D., University of Pittsburgh

PATRICK L. EAGAN (1978-98)
*Associate Professor of Political Science*
Ph.D., University of California-Riverside

ALEXANDER M. FELDVEBEL (1969-87)
*Professor Emeritus of Education*
Ph.D., University of Chicago
<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTIN J. FREELEY</td>
<td>1957-85</td>
<td>Professor of Communications</td>
<td>Northwestern University</td>
</tr>
<tr>
<td><em>DOMINIC J. HUNT</em></td>
<td>1957-86</td>
<td>Professor Emeritus of Chemistry</td>
<td>Saint Louis University</td>
</tr>
<tr>
<td>FRANK L. JENKINS</td>
<td>1964-94</td>
<td>Assistant Professor of Mathematics</td>
<td>University of Illinois</td>
</tr>
<tr>
<td>RICHARD J. GAUL</td>
<td>1959-94</td>
<td>Professor Emeritus of Chemistry</td>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>ROBERT H. GETSCHER</td>
<td>1970-2001</td>
<td>Professor Emeritus of Art History</td>
<td>Western Reserve University</td>
</tr>
<tr>
<td>EDWARD GLYNN, S.J.</td>
<td>1998-2005</td>
<td>President of the University; Professor of Religious Studies</td>
<td>Union</td>
</tr>
<tr>
<td>SONIA S. GOLD</td>
<td>1967-83</td>
<td>Professor of Economics</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>JOHN GUIDUBALDI</td>
<td>1994-2004</td>
<td>Professor of Education</td>
<td>Harvard University</td>
</tr>
<tr>
<td>GERALD C. HAY, Jr.</td>
<td>1964-94</td>
<td>Professor of Philosophy</td>
<td>The Catholic University of America</td>
</tr>
<tr>
<td>JOHN D. KESHOCK</td>
<td>1960-2000</td>
<td>Professor Emeritus of Psychology</td>
<td>Case Western Reserve University</td>
</tr>
<tr>
<td>SONIA S. GOLD</td>
<td>1967-83</td>
<td>Professor of Economics</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>FRANK J. HEINTZ, Jr.</td>
<td>1956-90</td>
<td>Professor of Political Science</td>
<td>The Catholic University of America</td>
</tr>
<tr>
<td>MARY K. HOWARD</td>
<td>1963-98</td>
<td>Professor Emeritus of History</td>
<td>University of Pennsylvania</td>
</tr>
<tr>
<td><em>DOMINIC J. HUNT</em></td>
<td>1957-86</td>
<td>Professor Emeritus of Chemistry</td>
<td>Saint Louis University</td>
</tr>
<tr>
<td>GERALD W. JORGENSON</td>
<td>1977-2004</td>
<td>Associate Professor of Education</td>
<td>Columbia University</td>
</tr>
<tr>
<td>PATRICIA A. KEARNEY</td>
<td>1967-99</td>
<td>Professor Emeritus of Education</td>
<td>Western Reserve University</td>
</tr>
<tr>
<td>WALLACE J. KOSINSKI</td>
<td>1966-94</td>
<td>Associate Professor of History</td>
<td>Case Western Reserve University</td>
</tr>
<tr>
<td>RAYMOND A. LeGRAND</td>
<td>1966-90</td>
<td>Professor Emeritus of Education</td>
<td>Western Reserve University</td>
</tr>
<tr>
<td>FRANK P. LIHVAR, S.J.</td>
<td>1970-2000</td>
<td>Assistant Professor Emeritus of Classical Languages</td>
<td>University of Chicago</td>
</tr>
<tr>
<td>LEONE J. MARINELLO</td>
<td>1949-85</td>
<td>Associate Professor of Communications</td>
<td>Northwestern University</td>
</tr>
<tr>
<td>E. BRUCE McLEAN</td>
<td>1970-96</td>
<td>Professor Emeritus of Biology</td>
<td>The Ohio State University</td>
</tr>
</tbody>
</table>
**Retired Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Title</th>
<th>Institution/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN F. MICHAEL</td>
<td>1956-84</td>
<td>Professor Emeritus of Management</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>CLEMENT A. MILLER</td>
<td>1967-79</td>
<td>Professor of Fine Arts</td>
<td>Ph.D., University of Michigan</td>
</tr>
<tr>
<td>CARL J. MONASTRA</td>
<td>1970-99</td>
<td>Associate Professor of Accounting</td>
<td>M.B.A., Case Western Reserve University</td>
</tr>
<tr>
<td>FENTON D. MOORE</td>
<td>1972-2004</td>
<td>Professor of Biology</td>
<td>Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>WILLIAM R. MOTISKA</td>
<td>1950-74</td>
<td>Professor of Accounting</td>
<td>M.S., Kent State University; CPA (Ohio)</td>
</tr>
<tr>
<td>HARRY C. NASH</td>
<td>1951-2001</td>
<td>Professor Emeritus of Physics</td>
<td>Ph.D., Case Institute of Technology</td>
</tr>
<tr>
<td>ARTHUR J. NOETZEL</td>
<td>1941-86</td>
<td>Professor Emeritus of Business Administration</td>
<td>Ph.D., University of Michigan; Litt.D., John Carroll University</td>
</tr>
<tr>
<td>ROBERT J. NOOK</td>
<td>1951-90</td>
<td>Associate Professor of Chemistry</td>
<td>M.S., John Carroll University</td>
</tr>
<tr>
<td>WALTER S. NOSAL</td>
<td>1949-88</td>
<td>Professor Emeritus of Education</td>
<td>Ed.D., George Washington University</td>
</tr>
<tr>
<td>WILLIAM F. O’HEARN</td>
<td>1956-96</td>
<td>Professor of Physics</td>
<td>Ph.D., Purdue University</td>
</tr>
<tr>
<td>JOSEPH P. OWENS, S.J.</td>
<td>1953-87</td>
<td>Professor Emeritus of Education</td>
<td>Ph.D., Fordham University</td>
</tr>
<tr>
<td>VINCENT M. PANICHI</td>
<td>1960-96</td>
<td>Professor Emeritus of Accounting</td>
<td>M.B.A., Western Reserve University</td>
</tr>
<tr>
<td>MICHAEL S. PAP</td>
<td>1958-88</td>
<td>Professor of History</td>
<td>Ph.D., University of Southern California</td>
</tr>
<tr>
<td>KENNETH L. PARKHURST</td>
<td>1966-87</td>
<td>Professor of Economics</td>
<td>Ph.D., Appleton University</td>
</tr>
<tr>
<td>LOUIS G. PECEK</td>
<td>1959-96</td>
<td>Professor of English, Assistant Academic Vice President</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>JAMES E. PIERCY</td>
<td>1969-73; 77-87</td>
<td>Professor of Management</td>
<td>Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>JOHN S. PIETY</td>
<td>1980-2004</td>
<td>Associate Librarian</td>
<td></td>
</tr>
<tr>
<td>DONALD M. PODUSKA</td>
<td>1960-2005</td>
<td>Professor of Classical Languages</td>
<td>Ph.D., The Ohio State University</td>
</tr>
</tbody>
</table>
Retired Faculty

*ALAN POST (1971-88)
Professor Emeritus of Management
Ph.D., Case Western Reserve University

RONALD L. PRATT (1962-95)
Professor of Philosophy
Ph.D., The Catholic University of America

GEORGE J. PRPIC (1958-89)
Professor Emeritus of History
Ph.D., Georgetown University

FRANCIS D. RYAN (1965-93)
Professor of Mathematics
Ph.D., Purdue University

JOSEPH O. SCHELL, S.J. (1946-84)
Professor Emeritus of Philosophy
Ph.D., University of Chicago; A.M., Loyola University of Chicago; LL.D., John Carroll University

ALFRED SCHNEIDER (1967-97)
Professor of Marketing
Ph.D., New York University

GERALD J. SCHWEICKERT
(1961-2002)
Associate Professor of Physical Education and Exercise Science
Ph.D., The University of Akron

Professor Emeritus of Biology
Ph.D., The Ohio State University

FRANCIS J. SMITH, S.J. (1963-90)
Professor Emeritus of English
M.A., Oxford University

ERNEST G. SPITTLER, S.J. (1965-93)
Associate Professor of Chemistry
Ph.D., The Catholic University of America

HEIDI I. STULL (1970-94)
Professor Emeritus of German
Ph.D., Kent State University

ROBERT T. SULLENS (1963-88)
Professor Emeritus of Accounting
D.B.A., Kent State University

JOHN G. SWEENEY (1958-91)
Assistant Professor of Economics
M.A., M.Phil., Columbia University

ROBERT D. SWEENEY (1964-2001)
Professor Emeritus and Shula Professor Emeritus of Philosophy
Ph.D., Fordham University

MARY K. SWEENY (1976-94)
Coordinator of Reference
M.S.L.S., Case Western Reserve University

ARTHUR S. TRACE (1956-91)
Professor Emeritus of English
Ph.D., Stanford University

JOSEPH TRIVISONNO, Jr. (1957-2000)
Professor Emeritus of Physics
Ph.D., Case Institute of Technology

WILLIAM J. ULRICH (1959-89)
Professor of History
Ph.D., The Ohio State University
Retired Faculty

JAMES A. WALSH (1963-99)  
Professor of Chemistry  
Ph.D., Purdue University

EDWARD J. WALTER (1946-83)  
Professor of Mathematics  
Ph.D., St. Louis University

MARY H. WARD (1966-87)  
Professor Emeritus of Education  
Ph.D., Western Reserve University

WILLIAM M. WEAVER (1958-2001)  
Professor Emeritus of Chemistry  
Ph.D., Purdue University

ROGER A. WELCHANS (1965-95)  
Professor Emeritus of Art History  
Ph.D., Case Western Reserve University

Professor Emeritus of Biology  
Ph.D., The Ohio State University

PAUL A. WOELFL, S.J. (1959-83)  
Professor of Political Science  
Ph.D., Saint Louis University

* Deceased
Current Faculty

F. KOMLA AGGOR
Professor of Spanish and Chair, Department of Classical and Modern Languages and Cultures
B.A., University of Ghana; M.A., University of Western Ontario; Ph.D., University of California–Los Angeles
Assistant Professor, 1992-98; Associate Professor, 1998-2005; Professor, 2005-; Chair, 2005-

YEMI S. AKANDE
Assistant Professor of Communication
B.A., Southwest Baptist University; M.A., M.H.R., Ph.D., University of Oklahoma
Visiting Assistant Professor, 2002-03; Assistant Professor, 2003-

DAVID G. ANDERSON
Associate Professor of Spanish
B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Vanderbilt University
Assistant Professor, 1987-93; Associate Professor, 1993-; Chair, 1997-2005

CARL D. ANTHONY
Associate Professor of Biology
B.A., North Central College; M.S., University of Texas at Arlington; Ph.D., University of Southwestern Louisiana
Visiting Assistant Professor, 1996-97; Assistant Professor, 1997-2003; Associate Professor, 2003-

NICK R. BAUMGARTNER
Professor of Chemistry
B.S., Upper Iowa University; Ph.D., University of Wyoming
Assistant Professor, 1969-74; Associate Professor, 1974-79; Professor, 1979-; Chair, 1989-93; Associate Dean, College of Arts and Sciences, 1993-94; Dean, 1994-2004

MARY E. BEADLE
Professor of Communication; Dean, Graduate School
B.M., Mary Manse College; M.A., Ph.D., Kent State University
Visiting Instructor, 1979-81; Associate Professor, 1994-2001; Dean, 2001-; Professor, 2001-

DENISE D. BEN-PORATH
Assistant Professor of Psychology
B.A., The Ohio State University; M.A., Ph.D., Kent State University
Assistant Professor, 2000-

MATTHEW P. BERG
Associate Professor of History
B.A., University of California–Los Angeles; M.A., Ph.D., University of Chicago
Assistant Professor, 1994-2000; Associate Professor, 2000-

WILLIAM M. BICHL, S.J.
Assistant Professor of Philosophy; Assistant Dean, College of Arts and Sciences
B.A., M.A., Loyola University of Chicago; M.A., Xavier University; Ph.L., Saint Louis University; S.T.L., Bellarmine School of Theology
Instructor, 1963-64, 70-71; Assistant Professor, 1971-; Acting Assistant Dean, 1982-84; Assistant Dean, 1984-; Director, Freshman-Sophomore Advising, 1996-
Current Faculty

GEORGE B. BILGERE
Associate Professor of English
B.A., University of California–Riverside; M.A., Washington University; Ph.D., University of Denver
Assistant Professor, 1991-97; Associate Professor, 1997-

DEAN N. BIRCH
Assistant Professor and Chair, Department of Political Science
B.A., M.A., California State University–Sacramento; Ph.D., University of California–Santa Barbara
Assistant Professor, 1991-; Chair, 2005-

ROBERT BLOOM
Professor of Accountancy
B.A., Queens College; M.B.A., Columbia University; Ph.D., New York University
Professor, 1986-

WILLIAM N. BOCKANIC
Professor of Management
B.A., John Carroll University; J.D., Cleveland State University
Assistant Professor, 1978-86; Associate Professor, 1986-96; Chair, 1986-94; Professor, 1996-

LAUREN L. BOWEN
Associate Professor of Political Science; Director, University Core Curriculum
B.A., The Ohio State University; M.A., Ph.D., University of Kentucky
Assistant Professor, 1989-95; Associate Professor, 1995-; Chair, 2001-05; Director, 2005-

PAULA J. BRITTON
Professor of Education
B.S.W., Valparaiso University; M.A., Ph.D., The University of Akron
Assistant Professor, 1993-98; Associate Professor, 1998-2003; Professor, 2003-

LeROY D. BROOKS
Edward J. and Louise E. Mellen Chair in Finance; Professor of Finance
B.S., University of Hartford; M.B.A., Ph.D., Michigan State University
Professor, 2001-; Mellen Chair, 2001-

BRENT G. BROSSMANN
Associate Professor of Communication
B.A., Texas A&M University; M.A., California State University–Fullerton; Ph.D., University of Kansas
Instructor, 1993-95; Assistant Professor, 1995-99; Associate Professor, 1999-

DOUGLAS R. BRUCE
Associate Professor of Communication
B.A., University of Texas at San Antonio; M.A., Southwest Texas State University; Ph.D., University of Iowa
Visiting Assistant Professor, 1985-87; Assistant Professor, 1987-92; Associate Professor, 1992-
Current Faculty

ROBERT A. BRUENING
Associate Professor of Communication
B.A., M.A., John Carroll University; Ph.D., Case Western Reserve University
Assistant Professor, 1963-73; Associate Professor, 1973-

JOSEPH A. BUCKLEY
Professor of Philosophy
B.A., Providence College; M.A., Ph.D., University of Notre Dame
Assistant Professor, 1961-69; Associate Professor, 1969-74; Professor, 1974-; Director, Honors Program, 1975-83

CASIMIR R. BUKALA, S.J.
Professor of Philosophy
B.A., M.A., John Carroll University; M.A., Loyola University of Chicago; S.T.L., Bellarmine School of Theology; Ph.D., Boston College
Assistant Professor, 1970-75; Associate Professor, 1975-80; Professor, 1980-

LINDSAY NOBLE CALKINS
Associate Professor of Economics
B.A., Wellesley College; Ph.D., University of Michigan
Assistant Professor, 1986-92; Associate Professor, 1992-

SANTA CASCIANI
Associate Professor of Italian; Director, Bishop Anthony M. Pilla Program in Italian-American Studies
B.A., Saint John Fisher College; M.A., The Ohio State University; Ph.D., University of Wisconsin-Madison
Assistant Professor, 1999-2003; Director, 1999-; Associate Professor, 2003-

WILLIAM J. CENKER
Professor of Accountancy;
Coordinator, Graduate Accountancy Programs
B.A., The University of Akron; M.S., Ph.D., Kent State University; CPA (Ohio)
Assistant Professor, 1987-93; Associate Professor, 1993-99; Chair, 1994-2001; Professor, 1999-; KPMG Professorship, 2003-

YUH-CHERNG CHAI
Assistant Professor of Chemistry
B.S., M.S., Iowa State University
Visiting Assistant Professor, 2002-03; Assistant Professor, 2003-

PAUL R. CHALLEN
Associate Professor of Chemistry
B.A., Oxford University; Ph.D., University of Michigan
Assistant Professor, 1990-96; Associate Professor, 1996-; Chair, 2001-05

PATRICK B. CHEN
Associate Professor of Mathematics
B.S., University of Chung Yuan (Taiwan); M.S., John Carroll University; Ph.D., Case Western Reserve University
Visiting Assistant Professor, 1984-88; Assistant Professor, 1988-91; Associate Professor, 1991-

DIANA CHOU
Assistant Professor of Art History
B.A., Providence College, Taiwan; M.A., Northern Illinois University; Ph.D., University of Kansas
Visiting Assistant Professor, 2002-03; Assistant Professor, 2003-
Current Faculty

LAWRENCE R. CIMA  
Associate Professor of Economics  
B.S., Canisius College; Ph.D., West Virginia University  
Assistant Professor, 1971-79; Visiting Assistant Professor, 1980-83; Assistant Professor, 1983-87; Associate Professor, 1987-94  
Chair, 1989-94

RICHARD D. CLARK  
Associate Professor of Sociology  
B.A., State University of New York at Fredonia; M.A., Ph.D., State University of New York at Albany  
Assistant Professor, 1995-2001; Associate Professor, 2001-

MILES M. COBURN  
Professor of Biology  
B.S., University of Notre Dame; M.S., John Carroll University; Ph.D., The Ohio State University  
Visiting Assistant Professor, 1982-86; Assistant Professor, 1986-90; Associate Professor, 1990-98; Chair, 1994-2002; Professor, 1998-

JEANNE M. COLLERAN  
Professor of English  
B.A., John Carroll University; M.A., Case Western Reserve University; Ph.D., The Ohio State University  
Visiting Instructor, 1987-88; Assistant Professor, 1988-94; Associate Professor, 1994-2003; Chair, 1996-2003; Professor, 2003-

GWENDOLYN COMPTON-ENGLF  
Assistant Professor of Classics  
B.A., St. Olaf College; Ph.D., Cornell University  
Assistant Professor, 2002-

THOMAS A. CONKLIN  
Visiting Assistant Professor of Management  
B.S., Eastern Illinois University  
M.S., M.B.A., Illinois State University; Ph.D., Case Western Reserve University  
Visiting Assistant Professor, 2003-

RUTH R. CONNELL  
Associate Librarian  
B.A., Case Western Reserve University; M.A., John Carroll University  
M.L.S., McGill University  
Visiting Librarian, 1996-97; Assistant Librarian, 1997-2003; Associate Librarian, 2003-

LESLIE S. CURTIS  
Associate Professor and Chair, Department of Art History and Humanities  
B.A., Morehead State University; M.A., Bowling Green State University; Ph.D., The Ohio State University  
Assistant Professor, 1995-2000; Associate Professor, 2000-; Interim Chair, 2003; Chair, 2003-

BARBARA K. D’AMBROSIA  
Professor of Mathematics  
B.S., M.S., Colorado State University; Ph.D., University of Oregon  
Assistant Professor, 1994-2000; Associate Professor, 2000-2005; Professor, 2005-
ANTHONY ROY DAY  
Professor and Chair, Department of  
Physics  
B.S., University of Witwatersrand,  
Johannesburg, South Africa; M.S.,  
Brown University; Ph.D., University  
of Pennsylvania  
Professor, 2002-; Chair, 2002-  

DONALD R. DOMM  
Professor of Management  
B.S., Bowling Green State  
University; M.A., Ph.D., The Ohio  
State University  
Visiting Associate Professor, 1987;  
Professor, 1987-  

MONA DeBAZ  
Visiting Instructor  
B.A., Beirut University College  
(Lebanon), M.A., American  
University of Beirut (Lebanon)  

DORIS K. DONELLY  
Professor of Religious Studies;  
Director, Cardinal Suenens Center  
B.A., Manhattanville College; M.A.,  
University of Southern California;  
Ph.D., Claremont Graduate School  
Associate Professor, 1989-92;  
Professor, 1992- ; Director, 1998-  

SUSAN H. DeFAGO  
Associate Professor of Marketing  
B.A., M.A., Ph.D., Kent State  
University  
Instructor, 1989; Assistant Professor,  
1990-95; Associate Professor, 1995-  

REBECCA E. DRENOVSKY  
Assistant Professor of Biology  
B.Sc., Aquinas College; Ph.D.,  
University of California, Davis;  
Assistant Professor, 2005-  

ERNEST M. DeZOLT  
Associate Professor of Sociology  
B.A., Ph.D., Kent State University;  
M.S., Eastern Kentucky University  
Visiting Assistant Professor,  
1989-90; Assistant Professor,  
1990-2003; Associate Professor,  
2003-  

DUANE A. DUKES  
Professor of Sociology; Director,  
Instructional Media Services  
B.A., The Ohio State University;  
M.A., Ph.D., Kent State University  
Visiting Instructor, 1977-78;  
Assistant Director, Begun Institute,  
1979-83; Assistant Professor,  
1980-85; Associate Professor,  
1985-96; Chair, 1988-95, 96-97;  
Acting Associate Dean, Arts and  
Sciences, 1995-96; Professor, 1996-;  
Director, 2002-  

GREGORY A. DiLISI  
Assistant Professor of Education  
B.S., Cornell University; M.S.,  
Ph.D., Case Western Reserve  
University  
Visiting Assistant Professor,  
1998-2001; Assistant Professor,  
2001-  

S. KAY DUNLAP  
Assistant Professor of Education  
B.S., M.S., Illinois State University;  
Ph.D., Kent State University  
Visiting Assistant Professor, 2001-  
05; Assistant Professor, 2005-  

RONALD P. DOLCIATO  
Visiting Instructor in Physical  
Education and Exercise Science  
B.A., John Carroll University; M.Ed.,  
Cleveland State University  
Visiting Instructor, 2002-
Current Faculty

SUIJAY DUTTA  
Assistant Professor of Marketing  
B.Sc., University of Calcutta; M.S., University of Calcutta; Ph.D., Louisiana State University  
Assistant Professor, 2004-  

JEFFREY S. DYCK  
Assistant Professor of Physics  
B.A., Goshen College; Ph.D., Case Western Reserve University  
Assistant Professor, 2003-  

JASON F. EARLE  
Associate Professor of Education  
B.S., Southern Illinois University; M.A., Ph.D., University of Minnesota  
Instructor, 1993-94; Assistant Professor, 1994-99; Associate Professor, 1999-  

MICHAEL TODD EDWARDS  
Assistant Professor of Mathematics and of Education and Allied Studies  
B.S., B.A., Miami University; M.S., M.Ed., Ohio University; Ph.D., The Ohio State University  
Assistant Professor, 2001-  

LINDA EISENMANN  
Professor of Education and History; Dean, College of Arts and Sciences  
B.A., Connecticut College; M.A., Georgetown University; Ed.M., Ph.D, Harvard University  
Professor, 2005-; Dean, 2005-  

KENNETH N. ESLINGER  
Associate Professor of Sociology  
B.S., Indiana State University; M.A., Ph.D., The Ohio State University  
Visiting Assistant Professor, 1980-81; Assistant Professor, 1981-85; Associate Professor, 1985-; Acting Chair, 1995-96; Chair, 1997-2005  

THOMAS R. EVANS  
Professor of Psychology  
B.S., John Carroll University; Ph.D., University of Texas  
Assistant Professor, 1970-75; Chair, 1970-71; Associate Professor, 1975-80; Director, Begun Institute, 1974-80; Professor, 1980-  

CHRISTOPHER M. FAIVER  
Professor of Education; Coordinator, Community Counseling Program  
B.A., Hiram College; M.A., Ph.D., Case Western Reserve University  
Associate Professor, 1989-94; Coordinator, Community Counseling Program, 1989-; Assistant Chair, 1992-94; Professor, 1994-  

RUTH E. FENSKE  
Associate Librarian, Grasselli Library  
B.A., Willamette University; M.A., University of Wisconsin-Madison; Ph.D., University of Michigan  
Associate Librarian, 1995-  

SUSAN M. FINNERTY  
Visiting Instructor in Marketing  
B.A., John Carroll University; M.B.A., Loyola University of Chicago  
Visiting Instructor, 2003-
MARGARET O. FINUCANE  
Associate Professor of Communication  
B.A., John Carroll University; M.A., University of Iowa; Ph.D., Kent State University  
Visiting Instructor, 1998-99; Visiting Assistant Professor, 1999-2001; Assistant Professor, 2001-2005; Associate Professor, 2005-

GREGORY W. FLAGG  
Visiting Instructor in Marketing  
B.B.A., Cleveland State University; M.B.A., Lake Forest Graduate School of Management  
Visiting Instructor, 2003-

MARY ANN FLANNERY, S.C.  
Associate Professor and Chair, Department of Communication and Theatre Arts  
B.A., Siena Heights College; M.A., Ph.D., Kent State University  
Visiting Assistant Professor, 1989-91; Assistant Professor, 1991-97; Associate Professor, 1997- ; Chair, 1999-

VALERIE R. FLECHTNER  
Professor and Chair, Department of Biology  
B.S., University of Cincinnati; M.S., Ph.D., University of Wisconsin–Madison  
Visiting Assistant Professor, 1981-84; Assistant Professor, 1984-89; Associate Professor, 1989-2003; Chair, 2002-; Professor, 2003-

RICHARD K. FLEISCHMAN, Jr.  
Professor of Accountancy  
B.A., Harvard College; M.A., Ph.D., State University of New York at Buffalo; CPA (Ohio)  
Assistant Professor, 1983-87; Chair, 1986-94; Associate Professor, 1987-92; Professor, 1992-; KPMG Peat Marwick Professorship, 1992-95

J. BENJAMIN FORBES  
Professor of Management  
B.S., M.M.S., Stevens Institute of Technology; Ph.D., The University of Akron  
Assistant Professor, 1975-80; Associate Professor, 1980-85; Director, M.B.A. Program, 1983-86; Professor, 1985- ; Chair, 1994-2002

THERON FORD  
Assistant Professor of Education and Allied Studies  
B.A.Ed., Carroll College; M.Ed., University of Cincinnati; Ph.D., Miami University  
Assistant Professor, 2004-

BRENDAN FOREMAN  
Assistant Professor of Mathematics and of Education and Allied Studies  
B.A., Eastern Michigan University; Ph.D., Michigan State University  
Assistant Professor, 2001-

THOMAS W. FRAZIER  
Visiting Assistant Professor of Psychology  
B.S., John Carroll University; M.A., Ph.D., Case Western Reserve University  
Visiting Assistant Professor, 2005-
Current Faculty

KLAUS FRITSCH  
Professor of Physics  
B.S., Georgetown University;  
M.S., Massachusetts Institute of Technology; Ph.D., The Catholic University of America  
Assistant Professor, 1967-72;  
Associate Professor, 1972-77;  
Professor, 1977-; Chair, 1989-97

GERALD B. GUEST  
Assistant Professor of Art History  
B.A., Johns Hopkins University;  
M.A., Ph.D., New York University  
Assistant Professor, 2001-

FREDERICK J. FUGLISTER  
Associate Professor of Mathematics  
B.A., Swarthmore College; M.A., Ph.D., Harvard University  
Associate Professor, 1986-

JONATHAN R. GUNDERSON  
Assistant Professor of Philosophy  
B.A., University of Minnesota; M.A., Ph.D., University of California–San Diego;  
Visiting Instructor, 2000-01;  
Instructor, 2001-03; Assistant Professor, 2003-

KATHERINE M. GATTO  
Professor of Spanish  
B.A., John Carroll University; M.A., Ph.D., Case Western Reserve University  
Visiting Assistant Professor, 1975-77; Assistant Professor, 1977-80; Associate Professor, 1980-92; Acting Director, Honors Program, 1988-89; Chair, 1990-97; Professor, 1992-

KAREN L. GYGLI  
Associate Professor of Theatre Arts  
B.A., Ohio Dominican College;  
M.A., Ph.D., Bowling Green State University  
Assistant Professor, 1990-2004; Associate Professor, 2004-

HARRY J. GENSLER, S.J.  
Professor of Philosophy  
B.A., Sacred Heart Seminary; M.A., Wayne State University; M.Div., Loyola University of Chicago; M.A., Ph.D., University of Michigan  
Visiting Instructor, 1970-72; Professor, 1998-

DWIGHT R. HAHN  
Assistant Professor of Political Science  
B.A., University of California–Santa Cruz; M.A., Ph.D., University of California–Riverside  
Assistant Professor, 1990-

MICHEL HARRIS (LTC)  
Professor and Chair, Department of Military Science  
B.A., Mercer University; M.B.A., Cameron University  
Professor, 2005-

RICHARD T. GRENCI  
Assistant Professor of Management  
B.S., M.B.A., University of Pittsburgh; Ph.D., University of Texas at Austin  
Assistant Professor, 2001-

PHYLLIS BRAUDY HARRIS  
Professor and Chair, Department of Sociology  
B.A., Goucher College; M.S.W., University of Michigan; Ph.D., Case Western Reserve University  
Assistant Professor, 1989-95; Associate Professor, 1995-2000; Professor, 2000-; Chair, 2005-
NATHAN S. HARTMAN  
Assistant Professor of Management  
B.S., Western Michigan University;  
M.B.A., Averett University; Ph.D.,  
Virginia Commonwealth University  
Instructor, 2004; Assistant Professor,  
2004-  

THOMAS L. HAYES  
Assistant Professor of English  
B.A., Saint John's University; M.A.,  
John Carroll University  
Instructor, Business Administration,  
1969-70; Assistant Professor,  
1970-91; Assistant Professor,  
English, 1991-  

STEVEN F. HAYWARD  
Assistant Professor of English  
B.A., University of Toronto; M.A.,  
Ph.D., York University (Canada)  
Assistant Professor, 2002-  

DAVID C. HELSEL  
Assistant Professor of Education  
B.S., M.S.Ed., Youngstown State  
University; Ph.D., The University of  
Akron  
Visiting Assistant Professor,  
1994-95; Assistant Professor, 1995-  

RICHARD D. HENDRICKSON  
Assistant Professor of Communication  
B.S., M.A., Ph.D., Bowling Green  
State University  
Assistant Professor, 2001-  

AMY R. HOFFMAN  
Professor of Education  
B.A., Michigan State University;  
M.Ed., University of Cincinnati;  
Ed.D., Ball State University  
Assistant Professor, 1976-81;  
Associate Professor, 1981-87;  
Coordinator, Field Services,  
1982-84; Coordinator, Teacher  
Education, 1985-87; Professor,  
1987-; Chair, 1988-92  

DARRELL J. HORBATH  
Assistant Professor of Mathematics  
B.S., University of Dayton; M.S.,  
University of Wisconsin–Madison  
Assistant Professor, 1970-  

JASON HOWALD  
Visiting Assistant Professor of Mathematics  
B.S.; M.S., Miami University of  
Ohio; Ph.D., University of Michigan  
Visiting Assistant Professor, 2005-  

JOHN D. HUFFNAGLE  
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B.A., M.A., Kent State University;  
Ph.D., University of Illinois  
Visiting Assistant Professor, 2000-03; 2005-  

BRADLEY Z. HULL  
Assistant Professor of Management  
B.S., University of Pennsylvania;  
M.S., Stanford University; Ph.D.,  
Case Western Reserve University  
Visiting Assistant Professor, 2000-01;  
Assistant Professor, 2001-
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ABDULRAZAQ A. IMAM
Assistant Professor of Psychology
B.A., The American University in Cairo; M.A., Ph.D., West Virginia University
Assistant Professor, 2002-

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Assistant Professor, 1992-98; Associate Professor, 1998-

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B.S., M.S., Ph.D., Brigham Young University
Assistant Professor, 1988-93; Associate Professor, 1993-2000; Professor, 2000-

SIMRAN K. KAHAI
Assistant Professor of Economics
B.A., Punjab University (India); M.S., Ph.D., Auburn University
Assistant Professor, 2001-

K. JULIA KAROLLE
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B.A., University of Michigan–Ann Arbor; M.A., Ph.D., University of Wisconsin–Madison
Visiting Assistant Professor, 2002-03; Assistant Professor, 2003-

SHARON M. KAYE
Associate Professor of Philosophy
B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Toronto
Instructor, 1998; Assistant Professor, 1998-2004; Associate Professor, 2004-

JOSEPH F. KELLY
Professor and Chair, Department of Religious Studies
B.A., Boston College; M.A., Ph.D., Fordham University
Assistant Professor, 1972-77; Associate Professor, 1977-82; Professor, 1982-; Chair, 1985-95; 2003-

THOMAS E. KELLY
Associate Professor of Education
B.A., Amherst College; M.Ed., University of Massachusetts; Ph.D., University of Wisconsin-Madison
Assistant Professor, 1981-89; Associate Professor, 1989-

NANCY J. KIEFER
Visiting Instructor in Communication
B.A., M.A., Cleveland State University
Visiting Instructor, 1988-

DANIEL P. KILBRIDE
Associate Professor of History
B.A., St. Joseph's University; M.A., Ph.D., University of Florida
Assistant Professor, 1997-2002; Associate Professor, 2002-

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-
Current Faculty

MARC KIRSCHENBAUM
Professor of Mathematics
B.A., University of Cincinnati; M.S., Ph.D., The Ohio State University
Assistant Professor, 1982-92; Associate Professor, 1992-2004
Professor, 2004-

JOHN F. KLEIN
Associate Professor of Sociology
B.S.N., M.S.N., The Catholic University of America; Ph.D., Case Western Reserve University
Assistant Professor, 1970-75; Chair, 1972-79; Associate Professor, 1975-;
Coordinator, Pre-Health Professions Studies, 1989-2002

KATHLEEN S. KOBYLJANEC
Associate Librarian
B.S., John Carroll University; J.D., Cleveland State University; M.L.S., Kent State University
Assistant Librarian, 2002-04; Associate Librarian, 2004-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2001-03

ROBERT J. KOLESAR
Professor of Mathematics
B.A., M.S., Xavier University; Ph.D., Northwestern University
Instructor, 1962-65; Assistant Professor, 1965-69; 1972-74;
Associate Professor, 1974-79; Chair, 1979-87; Professor, 1979-; Director, 1996-2005

ROBERT J. KOLESAR
Associate Professor of History;
Director, Honors Program
B.A., Boston University; M.A.T., M.A., Bridgewater State College;
Ph.D., Clark University
Visiting Assistant Professor, 1989-93; Assistant Professor, 1993-98; Associate Professor, 1998-;
Chair, 2001-05; Director, 2005-

JAMES H. KRUKONES
Associate Professor of History;
Associate Academic Vice President
B.A., DePaul University; M.A., M.D., University of Wisconsin–Madison
Assistant Professor, 1988-91; Associate Professor, 1991-; Chair, 1993-2001; Interim Associate Academic Vice President, 2001-02; Associate Academic Vice President, 2002-

STEPHEN T. KRUPA, S.J.
Assistant Professor of Religious Studies
B.A., Sacred Heart Seminary; M.A., University of Detroit; M.Div., St. John’s Provincial Seminary;
Ph.D., Graduate Theological Union
Instructor, 1997-98; Assistant Professor, 1998-

ANNE KUGLER
Associate Professor and Chair, Department of History
B.A., Bryn Mawr College; M.A., Indiana University; M.A., Ph.D., University of Michigan–Ann Arbor
Assistant Professor, 1998-2003; Associate Professor, 2003-; Chair, 2005-
### Current Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETER KVIDERA</td>
<td>Assistant Professor of English</td>
<td>B.A., Loras College; M.A., Marquette University; Ph.D., University of Washington</td>
<td>Assistant Professor, 2002-</td>
</tr>
<tr>
<td>MAN LUNG (DESMOND) KWAN</td>
<td>Assistant Professor of Chemistry</td>
<td>B.S., University of South Alabama; Ph.D., University of Florida</td>
<td>Assistant Professor, 2001-</td>
</tr>
<tr>
<td>DAVID M. La GUARDIA</td>
<td>Professor of English; Academic Vice President</td>
<td>B.A., M.A., John Carroll University; Ph.D., Kent State University Instructor, 1968-79; Assistant Professor, 1979-83; Associate Professor, 1983-88; Chair, 1986-96; Professor, 1988-; Director, University Core Curriculum, 1995-96; Assistant Academic Vice President, 1996-98; Associate Academic Vice President, 1998-2001; Acting Chair, Department of Art History and Humanities, 2000-01; Interim Academic Vice President, 2001-02; Academic Vice President, 2002-</td>
<td></td>
</tr>
<tr>
<td>GRACIELA LACUEVA</td>
<td>Professor of Physics</td>
<td>B.S., Universidad Central de Venezuela; M.S., Rutgers University; Ph.D., New York University Visiting Assistant Professor, 1986-89; Assistant Professor, 1989-92; Associate Professor, 1992-97; Professor, 1997-</td>
<td></td>
</tr>
<tr>
<td>WILLIAM L. LANGENFUS</td>
<td>Associate Professor of Philosophy</td>
<td>B.A., Carroll College; M.A., Ph.D., University of Wisconsin–Madison</td>
<td>Assistant Professor, 1990-2000; Associate Professor, 2000-</td>
</tr>
<tr>
<td>JANET D. LARSEN</td>
<td>Professor of Psychology</td>
<td>B.A., Knox College; M.A., Ph.D., Case Western Reserve University Visiting Assistant Professor, 1984-86; Assistant Professor, 1986-90; Associate Professor, 1990-96; Professor, 1996-</td>
<td></td>
</tr>
<tr>
<td>PAUL J. LAURITZEN</td>
<td>Professor of Religious Studies; Director, Program in Applied Ethics</td>
<td>B.A., M.A., University of Virginia; Ph.D., Brown University Visiting Assistant Professor, 1985-87; Assistant Professor, 1987-91; Associate Professor, 1991-96; Professor, 1996-; Chair, 1999-2003; Director, 1999-</td>
<td></td>
</tr>
<tr>
<td>MARILYNN M. LEATHART</td>
<td>Associate Professor of Accountancy</td>
<td>B.S.B.A., North Texas State University; M.A., Ph.D., University of Alabama; CPA (Ohio)</td>
<td>Associate Professor, 1985-</td>
</tr>
<tr>
<td>PAUL LIPOLD</td>
<td>Visiting Assistant Professor of Sociology</td>
<td>B.A., University of Toledo; M.S., Ph.D., Florida State University Visiting Assistant Professor, 2005-</td>
<td></td>
</tr>
</tbody>
</table>
JAMES L. LISSEMORE  
*Associate Professor of Biology*
B.A., Rutgers University; Ph.D., University of Wisconsin–Madison
Assistant Professor, 1994-99; Associate Professor, 1999-

SUSAN ORPETT LONG  
*Professor of Anthropology*
B.A., University of Michigan; M.A., Ph.D., University of Illinois
Visiting Assistant Professor, 1987-89; Assistant Professor, 1989-94; Associate Professor, 1994-2000; Professor, 2000-

ENRIQUE LUENGO  
*Associate Professor of Spanish*
B.A., Universidad de Concepción (Chile); M.A., University of Michigan; Ph.D., University of California–Los Angeles
Assistant Professor, 1995-2000; Associate Professor, 2000-

MARC P. LYNN  
*Associate Professor of Management; Director, Center for Teaching and Learning*
B.S., Ph.D., Cleveland State University
Visiting Assistant Professor, 1987-88; Assistant Professor, 1988-96; Associate Professor, 1996-; Director, 2001-

BRIAN K. MACASKILL  
*Associate Professor of English*
B.A., Rhodes University (South Africa); M.A., Ph.D., University of Washington
Assistant Professor, 1988-94; Associate Professor, 1994-

ROLAND L. MADISON  
*Professor of Accountancy*
B.S., West Virginia Institute of Technology; M.S., Kent State University; Ph.D., University of Nebraska–Lincoln; CPA (Ohio, West Virginia)
Professor, 1983-; Chair, 1983-86; KPMG Professorship, 1998-2001

KATHLEEN M. MANNING  
*Associate Professor and Chair, Department of Education and Allied Studies*
B.A., Notre Dame College; M.A., John Carroll University; M.A., Kent State University; Ph.D., University of Toledo
Instructor, 1970-81; Assistant Professor, 1981-97; Chair, Department of Physical Education, 1987-95; Associate Chair, Department of Education and Allied Studies, 1995-97; Associate Professor, 1997-; Chair, Department of Education and Allied Studies, 2000-

MARIA N. MARSILLI  
*Assistant Professor of History*
B.A., Universidad de Tarapacá (Chile); M.A., University of California–Davis; Ph.D., Emory University
Assistant Professor, 2002-

BETH A. MARTIN  
*Professor and Chair, Department of Psychology*
B.A., M.S., Ph.D., Purdue University
Visiting Assistant Professor, 1986-89; Assistant Professor, 1989-94; Associate Professor, 1994-2000; Professor, 2000-; Chair, 2003-
Current Faculty

JAMES H. MARTIN  
*Professor of Marketing*  
B.A., M.S., Ph.D., Purdue University  
Assistant Professor, 1986-92;  
Associate Professor, 1992-99;  
Professor, 1999-

MICHAEL P. MARTIN  
*Assistant Professor of Biology*  
B.S., University of Cincinnati; Ph.D.,  
University of Wisconsin–Madison  
Visiting Instructor, 2002-03; Visiting  
Assistant Professor, 2003; Assistant  
Professor, 2003-

DAVID P. MASCOTTI  
*Associate Professor and Chair,*  
Department of Chemistry  
B.S., Hope College; Ph.D., Texas  
A&M University  
Assistant Professor, 1998-2004;  
Associate Professor, 2004-; Chair,  
2005-

DAVID R. MASON  
*Professor of Religious Studies*  
B.A., University of West Virginia;  
S.T.B., General Theological  
Seminary; M.A., Ph.D., University of  
Chicago  
Assistant Professor, 1972-77;  
Associate Professor, 1977-82;  
Professor, 1982-

PAMELA A. MASON  
*Associate Professor of Political Science*  
B.A., University of Texas at Austin;  
M.A., London School of Economics  
and Political Science; Ph.D.,  
University of North Carolina at  
Chapel Hill  
Assistant Professor, 1993-99;  
Associate Professor, 1999-; Director,  
Center for Global Education, 2000-05

NEVIN MAYER  
*Associate Librarian*  
B.A., M.A., John Carroll University;  
M.S.L.S., Case Western Reserve  
University  
Assistant Librarian, 1987-93;  
Associate Librarian, 1993-

JOHN S. McBRATNEY  
*Professor of English*  
B.A., Dartmouth College; M.A.,  
Ph.D., University of California–  
Berkeley  
Assistant Professor, 1988-94;  
Associate Professor, 1994-2004;  
Professor, 2004-

JOSEPH McCLUSKEY (LTC)  
*Assistant Professor of Military Science*  
B.S., Pennsylvania State University;  
M.B.A., Cleveland State University  
Instructor, 2000-02; Assistant  
Professor, 2002-

CHARLES M. McGIBONY (Ltc. Col.)  
*Assistant Professor of Military Science*  
B.A., Vanderbilt University; M.B.A.,  
Florida Institute of Technology;  
M.H.A., Baylor University  
Assistant Professor, 2001-

SHEILA E. McGINN  
*Professor of Religious Studies*  
B.A., Ph.D., Northwestern  
University; M.A., University of  
Dallas  
Assistant Professor, 1992-97;  
Associate Professor, 1997-2003;  
Professor, 2003-

MELODY L. McMAHON  
*Assistant Librarian*  
B.F.A., University of Oklahoma;  
M.A., Saint Mary Seminary;  
M.S., Columbia University  
Assistant Librarian, 2001-
Current Faculty

JEN McWEENY
Instructor in Philosophy
B.A., Colorado College; M.A.,
University of Hawai‘i at Manoa
Instructor, 2004-

JENNIFER MERRITT
Assistant Professor of Education
B.A., Vanderbilt University; M.M.,
Northwestern University; Ph.D.,
University of Virginia
Visiting Assistant Professor, 1999-
2001; 2004-05; Assistant Professor, 2005-

PHILIP J. METRES III
Assistant Professor of English
B.A., College of the Holy Cross;
M.A., M.F.A., Ph.D., Indiana
University
Assistant Professor, 2001-

CATHERINE MILLER
Assistant Professor of Chemistry
B.A., Knox College; Ph.D., Purdue
University
Assistant Professor, 1996-

JOSEPH B. MILLER
Professor of Communication;
Associate Dean, College of Arts and
Sciences
B.S.S., John Carroll University;
M.A., Ohio University; Ph.D., Case
Western Reserve University
Instructor, 1961-68; Assistant
Professor, 1968-75; Director,
Summer & Inter-Term Sessions,
1971-74; Acting Chair, 1971-72;
Chair, 1972-84; Associate Professor,
1975-80; Professor, 1980-; Assistant
Dean, Arts and Sciences, 1984-85;
Associate Dean, 1985-93, 94-95,
96-; Dean, Graduate School, 1993-
94, 95-96; Coordinator of Research,
1993-94, 95-96; Acting Chair,
Department of Physics, 2000-02;
Acting Chair, Department of
Philosophy, 2005

MARCELLA D. MILOTA
Senior Librarian, Grasselli Library
B.A., Ursuline College; M.A., John
Carroll University; M.S.L.S., Case
Western Reserve University
Assistant Librarian, 1975-79, 1980-
82; Associate Librarian, 1982-94;
Acting Director, Grasselli Library,
1979-80; Librarian, 1980-83, 1992-
Head Cataloguer, 1983-92;
Coordinator of Cataloging, 1992-96;
Senior Librarian, 1994-; Associate
Director, Grasselli Library, 1996-
2004; Interim Director, 2004-05

IDA A. MIRZAIE
Assistant Professor of Economics
B.S., Stockholm University
(Sweden); M.S., University of
Southern Mississippi; Ph.D.,
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Assistant Professor, 2002-
Current Faculty

PATRICK J. MOONEY
Assistant Professor of Philosophy
B.A., Carroll College; M.A., Ph.D., University of Wisconsin-Madison
Instructor, 1995-96; Assistant Professor, 1996-

SCOTT B. MOORE
Assistant Professor of Finance
B.S., Ball State University; Ph.D., University of Kentucky
Assistant Professor, 1986-

JERRY L. MORENO
Assistant Professor of Mathematics
B.A., Lehigh University; M.S., Michigan State University
Instructor, 1968-90; Assistant Professor, 1990-

MARYCLAIRE MORONEY
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B.A., College of William and Mary; M.A., Ph.D., Harvard University
Assistant Professor, 1991-97; Associate Professor, 1997-

MARIAN J. MORTON
Professor of History
B.A., Smith College; M.A., Ph.D., Case Western Reserve University
Assistant Professor, 1972-77; Associate Professor, 1977-82; Professor, 1982-

HELEN M. MURPHY
Professor of Psychology
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Assistant Professor, 1969-74; Associate Professor, 1974-79; Professor, 1979-

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Professor of Marketing
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Assistant Professor, 1987-91; Associate Professor, 1991-96; Professor, 1996-; Standard Products-Reid Professor, 1998-2001

PAUL V. MURPHY
John G. and Mary Jane Breen Chair in Catholic Studies; Associate Professor of History; Director, Institute of Catholic Studies
B.A., Fairfield University; M.A., Loyola University of Chicago; M.Div., Weston School of Theology; Ph.D., University of Toronto
Associate Professor, 2005--; Breen Chair, 2005--; Director, 2005-

ALBERT L. NAGY
Associate Professor of Accountancy
B.S.B.A., Bowling Green State University; M.Acc., Ph.D., University of Tennessee; CPA (Ohio)
Assistant Professor, 1999-2004; Associate Professor, 2004-

KEIKO NAKANO
Visiting Instructor in Japanese
B.A., Tsuda College (Japan); M.A., John Carroll University
Visiting Instructor, 1991-96; 1998-

FRANK J. NAVRATIL
Professor of Economics
B.S., Iowa State University; M.A., Ph.D., University of Notre Dame
Assistant Professor, 1973-78; Chair, 1975-85; Associate Professor, 1978-84; Professor, 1984--; Dean, Boler School of Business, 1985-2005

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Current Faculty

THOMAS R. NEVIN  
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B.A., University of Colorado; M.A.,  
Ph.D., University of Wisconsin–Madison  
Visiting Assistant Professor, 1980-85; Assistant Professor, 1985-88; Director, Honors Program, 1985-90; Associate Professor, 1988-95; Professor, 1995-

DOUGLAS A. NORRIS  
Associate Professor of Mathematics and Chair, Department of Mathematics and Computer Science  
B.S., Adrian College; M.S.,  
Ph.D., University of Notre Dame  
Assistant Professor, 1983-90; Associate Professor, 1990-; Chair, 2003-

MICHAEL A. NICHOLS  
Associate Professor of Chemistry  
B.S., Clarion University of Pennsylvania; Ph.D., Duke University  
Assistant Professor, 1994-2000; Associate Professor, 2000-

KRISTYNA NOWAK-FABRYKOWSKI  
Assistant Professor of Education  
M.Ed., University of Lodz (Poland); Ph.D., Warsaw University  
Assistant Professor, 2002-

ROBERT L. NIEHOFF, S.J.  
President of the University  
B.A., Gonzaga University; M.Div.,  
S.T.M., Jesuit School of Theology at Berkeley; M.B.A., University of Washington; Ph.D., Gonzaga University  
President, 2005-

JOAN M. NUTH  
Associate Professor of Religious Studies; Director, Ignatian Spirituality Institute  
B.A., Neumann College; M.Div.,  
Weston School of Theology; Ph.D., Boston College  
Instructor, 1987; Assistant Professor, 1988-93; Associate Professor, 1993-; Director, 2003-

PAUL K. NIETUPSKI  
Associate Professor of Religious Studies  
B.A., University of Massachusetts;  
M.A., University of Washington;  
M.Phil., Ph.D., Columbia University  
Assistant Professor, 1993-99; Associate Professor, 1999-

DWIGHT M. OLSON  
Professor of Mathematics  
B.S., Jamestown College;  
Ph.D., University of Wyoming  
Professor, 1984-; Chair, 1995-2003

MARIANA J. ORTEGA  
Associate Professor of Philosophy  
B.A., Scripps College; M.A., Ph.D., University of California–San Diego  
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-

THOMAS PACE  
Assistant Professor of English  
B.A., M.A., University of Louisville;  
Ph.D., Miami University  
Instructor, 2002-03; Assistant Professor, 2003-

TAMBA NLANDU  
Assistant Professor of Philosophy  
B.A., University of Lubumbashi (D.R. Congo); Ph.D., Tulane University  
Assistant Professor, 2000-
Current Faculty

DANIEL W. PALMER
Associate Professor of Computer Science
B.S., State University of New York at Albany; M.S., Ph.D., University of North Carolina at Chapel Hill
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-

MINDY J. PEDEN
Assistant Professor of Political Science
B.A., University of Massachusetts, Amherst; M.A., Ph.D., Cornell University
Assistant Professor, 2003-

MARTHA PERESZLENYI-PINTER
Associate Professor of French
B.A., Cleveland State University; M.A., Ph.D., The Ohio State University
Assistant Professor, 1991-2005; Associate Professor, 2005-

ANTONIO PÉREZ-ROMERO
Associate Professor of Spanish
B.A., M.A., Ph.D., University of Toronto
Assistant Professor, 1992-98; Associate Professor, 1998-

NAVEED K. PIRACHA
Assistant Professor of Physics
M.S., M.Phil., Ph.D., Quaid-I-Azam University (Pakistan)
Visiting Assistant Professor, 2002-04; Assistant Professor, 2004-

YILI H. POKAY
Instructor in Marketing
B.A., Shanghai University; M.S., National University of Singapore; Ph.D., University of Illinois at Chicago
Instructor, 2004-2005; Assistant Professor, 2005-

GARY E. PORTER
Assistant Professor of Finance
B.S., University of Florida; Ph.D., University of South Carolina
Assistant Professor, 2000-

IGNACIO PRIETO-PASTOR
Visiting Instructor of Spanish
B.A., University of Valladolid (Spain); M.A. (Secondary Education), M.A. (Foreign Languages), West Virginia University
Visiting Instructor, 2005-

ROGER W. PURDY
Associate Professor of History
B.A., M.L.S., Brigham Young University; Ph.D., University of California–Santa Barbara
Assistant Professor, 1988-93; Associate Professor, 1993-

DAVID W. RAINEY
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B.A., Ohio University; M.A., University of Denver; Ph.D., The Ohio State University
Assistant Professor, 1984-88; Associate Professor, 1988-97; Professor, 1997-

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B.S., M.Ed., Ph.D., Kent State University
Assistant Professor, 2001-

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Associate Professor of French
B.A., Louisiana State University; M.A., Ph.D., Cornell University
Assistant Professor, 1993-99; Associate Professor, 1999-
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PAMELA A. RICHARDSON
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Visiting Assistant Professor, 2005-

CHRIS R. ROARK
Associate Professor and Chair, Department of English
B.A., Lafayette College; M.A., Ph.D., State University of New York at Buffalo
Assistant Professor, 1990-96; Associate Professor, 1996-; Chair, 2003-

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B.A., University of Florida; M.Phil., Ph.D., Yale University
Assistant Professor, 1984-86; Chair, 1985-93; Associate Professor, 1986-93; Professor, 1993-

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B.S., University of Delaware; M.S., Marywood College; Ph.D., University of Virginia
Assistant Professor, 1997-2002; Associate Professor, 2002-; Director, 2002-

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Assistant Professor, 1998-2004; Associate Professor, 2004-

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B.S.Ed., University of Wisconsin–Stevens Point; M.S.Ed., University of Wisconsin–Milwaukee; Ph.D., Kent State University
Assistant Professor, 1987-92; Associate Professor, 1992-96; Chair, 1992-2000; Professor, 1996-

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B.A., Autónoma University (Spain); M.A., Michigan State University
Visiting Instructor, 2005-

CARIN RUFF
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B.A., Swarthmore College; M. Phil., Oxford University; M.S.L.S., The Catholic University of America; Ph.D., University of Toronto
Instructor, 1999-2001; Assistant Professor, 2001-2005; Associate Professor, 2005-

JOANNE RUTHSATZ
Visiting Assistant Professor of Psychology
B.A., Bowling Green State University; M.A., Ph.D., Case Western Reserve University
Visiting Assistant Professor, 2003-

FRANCIS X. RYAN, S.J.
Assistant Professor of English
B.A., Saint Louis University; B.Div., Milltown Institute of Philosophy and Theology-Dublin; M.Th., University of London; M.St., Ph.D., University of Oxford
Instructor in English, 1997-99; Assistant Professor, 1999-
Current Faculty

W. FRANCIS RYAN
Associate Professor of History;
Director, Institute in the Humanities
B.A., Ph.D., University of Connecticut; M.A., Tulane University
Dean, College of Arts and Sciences, 1983-88; Associate Professor, 1983-; Director, 1988-

GERALD J. SABO, S.J.
Associate Professor of Slavic Languages
B.A., Fairfield University; M.Div., Weston School of Theology; M.Phil., Ph.D., Yale University
Assistant Professor, 1981-89; Associate Professor, 1989-

HÉLÈNE N. SANKO
Professor of French
Certificates de Licence es Lettres in French, Russian literature, Romance and Slavic philology, phonetics and linguistics, Sorbonne; Diploma, École Nationale des Langues Orientales Vivantes; M.A., Ph.D., Case Western Reserve University Instructor, 1963-67; Assistant Professor, 1968-73; Associate Professor, 1973-93; Professor, 1993-

NICHOLAS R. SANTILLI
Associate Professor of Psychology;
Director of Planning and Assessment
B.A., M.Ed., University of Toledo; Ph.D., The Catholic University of America
Visiting Assistant Professor, 1989-92; Assistant Professor, 1992-98; Chair, 1995-2003; Associate Professor, 1998-; Director, 2004-

ZEKI SARITOPRAK
Bediüzzaman Said Nursi Chair in Islamic Studies and Assistant Professor of Religious Studies
B.A., M.A., Ph.D., The University of Marmara (Turkey)
Visiting Assistant Professor, 2002-03; Assistant Professor, 2003-; Nursi Chair, 2003-

SERENA SCAIOLA-ZISKA
Visiting Instructor of Italian
Laurea in Lettere e Filosofia, Università degli Studi di Roma “La Sapienza” (Italy)
Visiting Instructor of Italian, 2005-

DAVID C. SCHIRM
Professor of Finance; Chair, Department of Economics and Finance
B.A., Thiel College; M.A., Duke University; Ph.D., Pennsylvania State University
Assistant Professor, 1984-89; Associate Professor, 1989-2004; Chair, 1999-2000; 2002-; Professor, 2004-

JACQUELINE J. SCHMIDT
Professor of Communication
B.A., Macalester College; M.A., Ph.D., University of Iowa Assistant Professor, 1973-78; Associate Professor, 1978-2000; Chair, 1984-99; Professor, 2000-

LEO J. SCHNEIDER
Professor of Mathematics
B.S., M.S., Xavier University; Ph.D., Case Western Reserve University Instructor, 1963-69; Assistant Professor, 1971-74; Chair, 1971-79; Associate Professor, 1974-79; Professor, 1979-
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department, Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOMAS L. SCHUBECK, S.J.</td>
<td>Professor of Religious Studies</td>
<td>B.A., Loyola University of Chicago; M.S., University of Detroit; M.A., Bellarmine School of Theology; Ph.D., University of Southern California Assistant Professor, 1989-94; Associate Professor, 1994-2001; Chair, 1995-99; Professor, 2001-</td>
</tr>
<tr>
<td>KAREN SCHUELE</td>
<td>Associate Professor of Accountancy; Interim Associate Dean, Boler School of Business</td>
<td>B.S., Case Western Reserve University; M.P.A., University of Texas; Ph.D., Kent State University; CPA (Ohio) Visiting Instructor, 1984-86; 89-91; Assistant Professor, 1991-2000; Associate Professor, 2000-; Interim Associate Dean, 2005-</td>
</tr>
<tr>
<td>LARRY M. SCHWAB</td>
<td>Professor of Political Science</td>
<td>B.A., Bowling Green State University; M.A., University of Wisconsin–Madison; Ph.D., Case Western Reserve University Visiting Assistant Professor, 1976-77; Assistant Professor, 1977-80; Associate Professor, 1980-85; Professor, 1985- ; Chair, 1993-2001</td>
</tr>
<tr>
<td>LINDA M. SEITER</td>
<td>Assistant Professor of Computer Science</td>
<td>B.S., M.S., Ph.D., Northeastern University Assistant Professor, 2003-</td>
</tr>
<tr>
<td>MICHAEL P. SETTER</td>
<td>Assistant Professor of Chemistry</td>
<td>B.S., Rose-Hulman Institute of Technology; Ph.D., Arizona State University Visiting Assistant Professor, 1999-2000; Assistant Professor, 2000-</td>
</tr>
<tr>
<td>CHRISTOPHER A. SHEIL</td>
<td>Assistant Professor of Biology</td>
<td>B.Sc., Ph.D., University of Kansas Assistant Professor, 2003-</td>
</tr>
<tr>
<td>PAUL L. SHICK</td>
<td>Professor of Mathematics</td>
<td>B.S., John Carroll University; M.S., Ph.D., Northwestern University Assistant Professor, 1985-90; Associate Professor, 1990-2000; Professor, 2000-</td>
</tr>
<tr>
<td>LISA M. SHOAF</td>
<td>Assistant Professor of Education</td>
<td>B.S., The Ohio State University; M.Ed., Ph.D., Kent State University Assistant Professor, 2002-</td>
</tr>
<tr>
<td>DAVID SHUTKIN</td>
<td>Associate Professor of Education</td>
<td>B.A., M.A., Ph.D., University of Wisconsin–Madison Assistant Professor, 2000-2005; Associate Professor, 2005-</td>
</tr>
<tr>
<td>WALTER O. SIMMONS</td>
<td>Associate Professor of Economics</td>
<td>B.S., Oakwood College; M.S., Ph.D., Wayne State University Visiting Assistant Professor, 1995-98; Assistant Professor, 1998-2004; Associate Professor, 2004-</td>
</tr>
</tbody>
</table>
Current Faculty

JONATHAN E. SMITH
Professor of Management; Chair, Department of Management, Marketing and Logistics
B.A., Wofford College; M.S., Ph.D., University of Georgia; M.Div., Emory University
Assistant Professor, 1985-89; Associate Professor, 1989-94; Professor, 1994-; Chair, 2002-

ANDREAS SOBISCH
Associate Professor of Political Science; Director, The Center for Global Education
B.S., Georgia College; M.A., Ph.D., Emory University
Assistant Professor, 1990-98; Associate Professor, 1998-; Director, 2005-

JEANNE SOMERS
Director, Grasselli Library
B.A., College of Mount Saint Joseph; M.L.S., M.P.A., Ph.D., Kent State University
Director, 2005-

JOHN C. SOPER
John J. Kahl, Sr., Chair in Entrepreneurship; Professor of Economics
B.A., Tufts University; M.A., Ph.D., University of Massachusetts
Associate Professor, 1982-86; Co-Director, Cleveland Center for Economic Education, 1982-89; Professor, 1986-; Kahl Chair, 2004-

JOHN R. SPENCER
Professor of Religious Studies
B.S., University of California–Berkeley; B.D., M.A., Pacific School of Religion; M.A., Ph.D., University of Chicago
Assistant Professor, 1977-83; Associate Professor, 1983-99; Director Honors Program, 1990-2005; Professor, 1999-

CARL R. SPITZNAGEL
Professor of Mathematics
B.A., College of the Holy Cross; M.S., Ph.D., University of Kentucky
Assistant Professor, 1972-77; Associate Professor, 1977-90; Chair, 1987-95; Professor, 1990-

EARL W. SPURGIN
Associate Professor of Philosophy
B.A., M.A., University of Oklahoma; Ph.D., University of North Carolina at Chapel Hill
Assistant Professor, 1995-2001; Associate Professor, 2001-

DAVID L. STENSON
Associate Professor of Mathematics
B.S., John Carroll University; M.A., Ph.D., University of Massachusetts
Assistant Professor, 1972-77; Associate Professor, 1977-

ALAN R. STEPHENSON
Professor of Communication
B.A., M.A., State University of New York at Albany; Ph.D., The Ohio State University
Associate Professor, 1985-2002; Professor, 2002-
Current Faculty

ELIZABETH A. STILES
Assistant Professor of Political Science
B.A., University of North Carolina at Chapel Hill; M.P.A., North Carolina State University; Ph.D., Emory University
Instructor, 2001-02; Assistant Professor, 2002-

MARK G. STORZ
Associate Professor of Education
B.A., Manhattan College; M.S., Syracuse University; M.A., Eastern Michigan University; Ph.D., Cleveland State University
Assistant Professor, 1998-2004; Associate Professor, 2004-

DONALD H. STUPICA
Instructor in Physical Education and Exercise Science
B.S., Xavier University; M.A., John Carroll University
Instructor, 1967-

ELIZABETH v. SWENSON
Professor of Psychology
B.S., Tufts University; M.A., Ph.D., Case Western Reserve University; J.D., Cleveland State University
Assistant Professor, 1976-80; Chair, 1978-86; Associate Professor, 1980-85; Professor, 1985-; Dean, Student Career Development, 1989-96

DIANNA TAYLOR
Assistant Professor of Philosophy
B.S.B.A., Appalachian State University; M.A., University of Cincinnati; Ph.D., State University of New York at Binghamton
Assistant Professor, 2001-

NANCY P. TAYLOR
Assistant Professor of Education
B.A., St. Joseph College; M.A., Marquette University; Ph.D., Kent State University
Assistant Professor, 2000-

MARY TEMPLIN
Visiting Assistant Professor of English
B.A., Bluffton College; M.A., University of Toledo; Ph.D., University of Wisconsin-Madison
Visiting Assistant Professor, 2005-

ELMER ANITA THAMES
Assistant Professor of Psychology
B.A., Jackson State University; Ph.D., University of California–Santa Barbara
Assistant Professor, 1991-

E. PAUL THOMSON
Assistant Professor of Philosophy
B.A., St. John’s College; M.A., Dalhousie University; Ph.D., Princeton University
Assistant Professor, 1990-

EDWARD TOMLINSON
Assistant Professor of Management
B.A., Virginia Military Institute; M.B.A., Lynchburg College in Virginia; M.L.H.R., Ohio State University; Ph.D., Ohio State University
Assistant Professor, 2004-

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Current Faculty

FREDERICK F. TRAVIS
Professor of History
B.S., M.A., University of Mississippi; Ph.D., Emory University
Dean, College of Arts and Sciences, 1988-94; Associate Professor, 1988-92; Professor, 1992-;
Academic Vice President, 1994-95, 1995-2001; Acting President, 1995 -2001

GERALD P. WEINSTEIN
Associate Professor and Chair,
Department of Accountancy
B.A., M.Acc., Bowling Green State University; Ph.D., Kent State University; CPA (Ohio)
Visiting Instructor, 1981-83;
Assistant Professor, 1988-99;
Associate Professor, 1999-; Chair, 2002-

MARK D. TRELEVEN
Associate Professor of Management
B.A., M.B.A., University of Wisconsin–Oshkosh; Ph.D., University of North Carolina at Chapel Hill
Associate Professor, 1989- ; Standard Products–Reid Professor, 1989-94

ANDREW M. WELKI
Assistant Professor of Economics
B.A., Wilkes College; Ph.D., Pennsylvania State University
Assistant Professor, 1982-; Program Director, Cleveland Center for Economic Education, 1989-94

GLORIA VAQUERA
Assistant Professor of Sociology
B.A., Western Michigan University;
M.A., Ph.D., University of New Mexico
Assistant Professor, 2004-

SALLY H. WERTHEIM
Professor of Education; Consultant for Special Projects
B.S., Flora Stone Mather College;
M.A., Ph.D., Case Western Reserve University
Assistant Professor, 1971-75;
Coordinator, Teacher Education, 1973-77; Associate Professor, 1975-80; Chair, 1977-86; Professor, 1980- ; Dean, Graduate School, 1986-93, 1994-95, 1996-99;
Secretary to the Board of Trustees, 1999-2000; Director of Planning and Assessment, 1999-2004; Interim Dean, College of Arts and Sciences, 2004-2005

MARK J. WANER
Assistant Professor of Chemistry
B.S., John Carroll University; M.S., Ph.D., Michigan State University
Assistant Professor, 1999-

CHARLES A. WATTS
Professor of Management; Standard Products-Reid Chair
B.S.B.A., M.B.A., Bowling Green State University; D.B.A., Indiana University
Visiting Associate Professor, 1996-97; Associate Professor, 1997-2001; Professor, 2001-;
Standard Products-Reid Chair, 2001-

ELKE WHITE
Visiting Assistant Professor of Biology
B.S., Ursuline College; M.S., John Carroll University; Ph.D., Kent State University
Visiting Assistant Professor, 2005-
CYRILLA H. WIDEMAN
Professor of Biology
B.S., Notre Dame College;
M.S., University of Notre Dame;
Ph.D., Illinois Institute of
Technology
Associate Professor, 1972-77;
Professor, 1977-

WENDY A. WIEDENHOFT
Assistant Professor of Sociology
B.A., Marquette University; M.A.,
University of Wisconsin–Milwaukee;
Ph.D., University of Maryland–
College Park
Assistant Professor, 2003-

BRENDA A. WIRKUS
Professor of Philosophy
B.A., Georgetown University;
M.A., Cleveland State University;
Ph.D., University of Ottawa
Visiting Assistant Professor, 1983-
86; Assistant Professor, 1987-92;
Associate Professor, 1992-2004;
Professor, 2005-; Chair, 1997-2003

CHARLES E. WOOD
Senior Librarian
B.A., M.A., John Carroll University;
M.S.L.S., Case Western Reserve
University
Assistant Librarian, 1976-85;
Associate Librarian, 1985-94; Senior
Librarian, 1994-

JOHN H. YOST
Associate Professor of Psychology
B.A., Temple University; M.A.,
Ph.D., Washington University
Assistant Professor, 1995-2001;
Associate Professor, 2001-

SHERI D. YOUNG
Assistant Professor of Psychology
B.S., Youngstown State University;
M.A., Ph.D., Case Western Reserve
University
Assistant Professor, 1995-

JIE ZHANG
Associate Librarian
B.A., Chongqing University (China);
M.A., M. Int'l. Mng., Whitworth
College; M.S., University of North
Texas
Assistant Librarian, 1998-2004;
Associate Librarian, 2004-

THOMAS J. ZLATOPER
Professor of Economics; Interim
Dean, John M. and Mary Jo Boler
School of Business
B.A., Boston College; M.A., Ph.D.,
Northwestern University
Assistant Professor, 1984-88;
Associate Professor, 1988-97;
Professor, 1997-; Chair, 1994-99,
2001-2002; Dean, Graduate School,
1999-2001; Interim Dean, 2005-
Adjunct Faculty and Lecturers

Adjunct Faculty

CHARLES H. BECKER, JR.
Adjunct Assistant Professor of Finance
J.D., Duquesne University, School of Law

(Rev.) GERALD BEDNAR
Adjunct Professor of Philosophy
Ph.D., Fordham University

JOHN BURKE
Adjunct Associate Professor of Economics
Ph.D., University of Notre Dame

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M.S., John Carroll University

(Rev.) DONALD B. COZZENS
Adjunct Professor of Religious Studies
Ph.D., Kent State University

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M.Div., St. Mary Seminary; D.Min., United Theological Seminary

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Ph.D., Catholic University of Louvain

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Ph.D., The Ohio State University

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Th.D., Gregorian University

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M.A., M.Div., Washington Theological Union

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M.S., Ohio University

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M.A., Università degli Studi di Bari

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M.F.A., Ohio University

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M.Div., St. Mary Seminary

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S.S.D., Pontifical Biblical Institute

FAITH WHITWORTH
Adjunct Instructor in Chemistry
M.A.T., Kent State University
Adjunct Faculty and Lecturers

Lecturers Spring 2005

CHRISTA ADAMS, M.A.
Religious Studies
CRAIG ADAMS, J.D.
Economics and Finance
JOHN ALVORD, J.D.
Sociology
LAURA ANFANG, M.Ed.
Education and Allied Studies
RIMYDAS AUGIS, Ph.D.
Psychology
ELIE BARBARI, M.B.A.
Economics and Finance
SUSAN BARKETT, M.A.
Classical and Modern Languages
BRUCE BEEBE, Ph.D.
History
KIMBERLY BELL, Ph.D.
Psychology
VINCENT BENANDER, M.S.
Mathematics and Computer Science
WILLIAM BERGER, M.A.
Physics
MORT BIEL, M.A.
Education and Allied Studies
DANIEL BEZGA, M.A.
Religious Studies
ALLA BOGOMOLNAYA, M.A.
Mathematics and Computer Science
ELDA BORRONI, M.A.
Classical and Modern Languages
VENERINE BRANHAM, M.A.
Education and Allied Studies
JUDITH CETINA, Ph.D.
Religious Studies
MAN-LIH CHAI, M.A.
Classical and Modern Languages
CAROLINE CHESEBROUGH, Ph.D.
Education and Allied Studies
DOLORES CHRISTIE, Ph.D.
Religious Studies
ROBERT CLAPP, M.A.
Psychology
ABBY COLAO, M.Ed.
Education and Allied Studies
RONALD COLONNA, M.S.
Education and Allied Studies
KEVIN-KHRISTIAN COSGRIFF
HERNANDEZ, M.A.
Communication
JAMES COSTANZA, Ed.D.
Education and Allied Studies
LISA DAMOUR, Ph.D.
Psychology
DALE DAVIDS, M.B.A.
Management, Marketing, Logistics
MONA DEBAZ, M.A.
Political Science
SVEN DUBIE, Ph.D.
History
MICHELLE DUDAS, M.Ed./ABD
Education and Allied Studies
NANCY DUKES, M.A.
Sociology
JOANNE FRIEDMAN, M.A.
English
JULIE FRIEDMAN, M.F.A.
Art History and Humanities
MARTIN FRIEDMAN, Ph.D.
Communication
JONATHAN FREILICH, M.A./M.Ed.
Political Science
BARBARA GARSON, Ph.D.
Education and Allied Studies
NICHOLAS GERASSIMAKIS, Ph.D.
Education and Allied Studies
GEORGE GOODRICH, B.S.B.A./CPA
Accountancy
DENISE GOTHCHALL, M.A.
Education and Allied Studies
RICHARD HAGEN, M.Ed.
Education and Allied Studies
JANE HARRIS, M.Ed.
Education and Allied Studies
Adjunct Faculty and Lecturers

GERALD HECKLER, D.C.  
Education and Allied Studies

SCOTT HENKLE, M.F.A.  
English

ANDREW HOFFMAN, M.Ed.  
Education and Allied Studies

STEVEN HUBBARD, Ph.D.  
Physics

CHARLES HUEY, M.B.A.  
Management, Marketing, Logistics

MIREYA INSUA-DIAZ, M.A.  
Philosophy

RAMEZ ISLAMBOULI, M.A.  
History

MARK JOCHUM, B.A.  
Education and Allied Studies

SARA JORANKO, M.A.  
English

SUSAN KATZ, M.Ed.  
Education and Allied Studies

SEAN KESSLER, Ph.D.  
Biology

MICHAEL KIMMEL, M.Ed.  
Education and Allied Studies

NANCY KITAY, B.S.  
Education and Allied Studies

NANCY KLINKSHIRN, J.D.  
Management, Marketing, Logistics

ANTHONY KOVACIC, M.F.A.  
Communication

DAVID KUKURZA, M.A.  
Management, Marketing, Logistics

LUCY KULBAGO, M.S.  
Physics

JEFFREY LANGE, Ph.D.  
Sociology

CAROL LAURSEN, M.F.A.  
Communication

RABBI ALAN LETTOFSKY, ABD  
Religious Studies

FRANK LIHVAR, S.I., Ph.D.  
Classical and Modern Languages

EDWIN LOOVIS, Ph.D.  
Education and Allied Studies

COLLEEN MAGUIRE, M.A.  
Psychology

AMY MANGANO, J.D.  
Communication

LAWRENCE MARKS, M.A.  
Education and Allied Studies

JOSEPH MATHAPO, Ph.D.  
Psychology

MICHAEL MAZUR, M.F.A.  
Communication

PATRICIA McCULLOUGH, Ph.D.  
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Athletics

JULIA AUGUSTINE, B.A.
English

CARRIE BAGARIA, B.S.
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Boiler School of Business
GERALD BOWERS, B.B.A.
Religious Studies

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EVA CIRINCIONE, B.S.
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Boiler School of Business

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Institute of Humanities

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Center for Career Services

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Biological Sciences

KRISTEN SULLIVAN, B.A.
Religious Studies

JAMES SPETZ, B.S.
Biology
## Graduate Assistants

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<th>Department</th>
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<tr>
<td>AARON STEHLE, B.S.</td>
<td>Mathematics &amp; Computer Science</td>
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<td>JOAN STEIDL, B.A.</td>
<td>Community Counseling</td>
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<td>JONATHAN STEINER, B.S.</td>
<td>English</td>
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<td>WALTER STEPANEK, B.A.</td>
<td>English</td>
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<tr>
<td>WAYNE STOCKER, B.A.</td>
<td>Physical Education</td>
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<tr>
<td>ELIZABETH TOMLINSON, B.A.</td>
<td>English</td>
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<td>KIMBERLY TUZZOLINO, B.S.</td>
<td>Biology</td>
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<td>MATTHEW VENESKY, B.S.</td>
<td>Biology</td>
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<td>STACY WARD, B.S.</td>
<td>Biology</td>
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<tr>
<td>LEI XIONG, B.S.</td>
<td>Communication &amp; Theatre Arts</td>
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<tr>
<td>PING YANG, B.S.</td>
<td>Mathematics &amp; Computer Science</td>
</tr>
<tr>
<td>LAUREN ZAUN, B.A.</td>
<td>Student Affairs, Residence Life</td>
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<tr>
<td>DAVID ZIEGLER, B.A.</td>
<td>Athletics</td>
</tr>
<tr>
<td>DEBRA ZWILLING, B.S.</td>
<td>Mathematics &amp; Computer Science</td>
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</tbody>
</table>

## ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

**ALABAMA**
- Spring Hill College, Mobile

**CALIFORNIA**
- Loyola Marymount University, Los Angeles
- Santa Clara University, Santa Clara
- University of San Francisco, San Francisco

**COLORADO**
- Regis University, Denver

**CONNECTICUT**
- Fairfield University, Fairfield

**DISTRICT OF COLUMBIA**
- George Washington University

**ILLINOIS**
- Loyola University of Chicago

**LOUISIANA**
- Loyola University New Orleans

**MARYLAND**
- Loyola College in Maryland, Baltimore

**MASSACHUSETTS**
- Boston College, Boston
- College of the Holy Cross, Worcester

**MICHIGAN**
- University of Detroit Mercy, Detroit

**MISSOURI**
- Rockhurst University, Kansas City
- Saint Louis University, St. Louis

**NEBRASKA**
- Creighton University, Omaha

**NEW JERSEY**
- Saint Peter’s College, Jersey City

**NEW YORK**
- Canisius College, Buffalo
- Fordham University, New York
- Le Moyne College, Syracuse

**OHIO**
- Xavier University, Cincinnati
- John Carroll University, Cleveland

**PENNSYLVANIA**
- Saint Joseph’s University, Philadelphia
- University of Scranton, Scranton

**WASHINGTON**
- Gonzaga University, Spokane
- Seattle University, Seattle

**WEST VIRGINIA**
- Wheeling Jesuit University, Wheeling

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</table>
DIRECTIONS

From the SOUTH (via I-77 or I-71):
• I-77 or I-71 North to I-271
• I-271 North to Cedar Rd. (Exit #32)
• Right (West) on Cedar Rd. to South Belvoir Blvd.
• Left (South) on South Belvoir to campus

From the WEST (via I-80):
• I-80 (Ohio Turnpike) East to I-480
• I-480 East to I-271
• I-271 North to Cedar Rd. (Exit #32)
• Right (West) on Cedar Rd. to South Belvoir Blvd.
• Left (South) on South Belvoir to campus

From the EAST (via I-80):
• I-80 or I-76 West to I-80 (Ohio Turnpike) West
• I-80 West to I-480 (Gate #13)
• I-480 West to I-271
• I-271 North to Cedar Rd. (Exit #32)
• Right (West) on Cedar Rd. to South Belvoir Blvd.
• Left (South) on South Belvoir to campus

From the EAST (via I-90):
• I-90 West to I-271
• I-271 South to Cedar Rd./Brainard Rd. (Exit #32)
• Left (South) at end of exit ramp onto Brainard Rd.
• Right (West) on Cedar Rd. to South Belvoir Blvd.
• Left (South) on South Belvoir to campus