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# UNDERGRADUATE BULLETIN

2015/2017

**John Carroll University**  
**Undergraduate Bulletin**  
**2015-2017**  
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### **NON-DISCRIMINATION POLICY**

John Carroll University is committed to inclusion and diversity as constitutive elements of our Jesuit Catholic identity. As reflected in the University's vision, mission, core values, and strategic initiatives, John Carroll welcomes individuals who will contribute to its mission and goals. Our pursuit of excellence demands that we come to understand and embrace the richness that each person brings to the University community.

In a manner consistent with its Jesuit Catholic heritage, the University maintains and enforces a policy of equal opportunity. John Carroll University does not discriminate based on race, age, color, sex, sexual orientation, religion, ethnic or national origin, disability, Vietnam veteran status, or special disabled veteran status. Discrimination or harassment of members of the University community strikes at the very heart of this institution and will not be tolerated.

**John Carroll University**  
 1 John Carroll Boulevard  
 University Heights, Ohio 44118-4581  
 (216) 397-1886 Voice/TTY  
[www.jcu.edu](http://www.jcu.edu)

<b>OFFICE</b>	<b>LOCATION</b>	<b>TELEPHONE</b>
Admission	Rodman Hall	216-397-4294
Academic Deans		
Arts and Sciences	Administration Building, West Wing	216-397-4287
Boler School of Business	School of Business Wing	216-397-4391
Associate Dean, BSOB	School of Business Wing	216-397-4391
Associate Dean for the Humanities	Administration Building	216-397-4204
Associate Dean for Natural Sciences, Mathematics & Health	Administration Building, West Wing	216-397-4287
Associate Dean for Social Sciences, Education & Global Education	Administration Building, West Wing	216-397-4320
Athletic Director	Tony DeCarlo Varsity Center	216-397-4416
Business Office		
Accounts Payable	Rodman Hall	216-397-4440
Carroll Card Office	Administration Building	216-397-4961
Payroll	Rodman Hall	216-397-4456
Student Service Center	Administration Building	216-397-4494
Campus Ministry	Fritzsche Religious Center	216-397-4717
Center for Career Services	2563 S. Belvoir Boulevard	216-397-4237
Center for Service and Social Action	Administration Building	216-397-4698
Center for Global Education	Administration Building	261-397-4320
Center for Student Diversity and Inclusion	Lombardo Student Center	216-397-4185
Dean of Students	Lombardo Student Center	216-397-3010
Enrollment Services	Rodman Hall	216-397-4252
Financial Aid	Rodman Hall	216-397-4248
Graduate Studies		
College of Arts & Sciences	Administration Building	216-397-4284
Boler School of Business	School of Business Wing	216-397-1970
Human Resource	Rodman Hall	216-397-4976
Information Technology Services	Rodman Hall	216-397-4261
John Carroll Police	Lombardo Student Center	216-397-4600
Library Main Desk	Grasselli Library	216-397-4233
Registrar	Administration Building, West Wing	216-397-4291
Registration	Rodman Hall	216-397-6000
Residence Life	Lombardo Student Center	216-397-4408
Services for Students with Disabilities	Administration Building (Voice/TTY)	216-397-4967
Student Health Center	Murphy Hall	216-397-4349
Student Union	Lombardo Student Center	216-397-4230
University Advancement	Rodman Hall	216-397-4322
Marketing and Communications	Rodman Hall	216-397-4321
University Counseling Center	2567 S. Belvoir Boulevard	216-397-4283
<b>ALL OTHER OFFICES</b>		<b>216-397-1886</b>

This *Bulletin* has been edited by James Krukones and Eileen Egan of the Office of the Provost and Academic Vice President. Suggestions and corrections may be sent to [jkrukones@jcu.edu](mailto:jkrukones@jcu.edu).

Information is accurate as of May 31, 2015. The University reserves the right to make changes, including modifications in degree programs and their requirements, and revisions in the schedule of charges for tuition, fees, and other expenses. Such changes will be posted conspicuously and communicated to students through public announcements and other channels.

A separate bulletin is published for Graduate Studies. In addition, a schedule of classes appears online prior to every fall, spring, and summer term.



Rev. 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 2011 the University celebrated its 125<sup>th</sup> anniversary.

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 approximately 200 men and women, religious and lay, share the educational enterprise of service to its students and the community.

## University Mission

John Carroll University is a private, coeducational, Catholic, and Jesuit university. It provides programs in the liberal arts, sciences, education, and business at the undergraduate level, and in selected areas at the master's level. The University also offers its facilities and personnel to the Greater Cleveland community.

As a university, John Carroll is committed to the transmission and enrichment 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 pursuit of 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 this pursuit. 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 facts; 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 colleagues 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 mission. 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 that inspired the *Spiritual 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.

At the same time, John Carroll University welcomes students and faculty from different religious backgrounds and philosophies. Dedicated to the total development of the human, the University offers an environment in which every student, faculty, and staff person may feel welcomed. 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 relations 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 extremely talented students 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 the students to develop as total human persons. They should be well grounded in 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 lifelong 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.

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# VISION, MISSION, CORE VALUES AND STRATEGIC INITIATIVES STATEMENT (VMCVSI)

## Vision

John Carroll University will graduate individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

## Mission

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

## Core Values

**The University's core values include a commitment to learning in order to create:**

- An environment of inquiry which embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the University welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.
- A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
- A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
- An inclusive community where differing points of view and experience are valued as opportunities for mutual learning.
- A culture of service and excellence that permeates every program and office.
- A commitment to sharing our gifts in service to each other and the community.
- A campus that responds to demographic, economic, and social challenges.
- An appreciation that our personal and collective choices can build a more just world.

## Strategic Initiatives

**The following initiatives are essential to the University being recognized as a center of learning and service:**

- Create a diverse community of faculty, staff, alumni, and friends dedicated to advancing the University's vision, mission, and core values.



- Create a learning community of outstanding teacher-scholars characterized by the commitment to student achievement.
- Create a talented cohort of service-oriented staff committed to achieving and being recognized as a center of learning and service.
- Recruit, enroll, retain, and graduate a talented, diverse student body prepared for today's global reality and committed to learning, leadership, and service that will engage the world.
- Secure resources necessary to foster an extraordinary learning experience and promote John Carroll's mission as a Jesuit Catholic university.

Assist in responding to demographic, economic, and social challenges in our region in order to support investment and employment opportunities and build confidence in our shared future.

### John Carroll University Learning Goals

**Preamble:** The vision of Jesuit higher education for the twenty-first century is to graduate individuals with a well-educated solidarity who are contemplatives in action morally responsible, aware of the fundamental challenges facing the modern world, with a depth of knowledge and strength of character to work creatively and compassionately for a more just and humane society. Within this vision, a John Carroll education is distinguished by respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning across the entire student experience. A commitment to excellence and academic rigor animates our way of proceeding graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

We express this commitment in terms of the following four university learning goals informed by our Jesuit, Catholic heritage.

**Intellect:** John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- Develop habits of critical analysis and aesthetic appreciation
- Understand the religious dimensions of human experience
- Demonstrate an integrative knowledge of human and natural worlds
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Demonstrate a capacity to engage in respectful civil discourse

**Character:** John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection
- Understand, value, and respect their own and others' talents, unique characteristics, and sociocultural identities
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good
- Practice mature decision making and care for the whole person
- Act competently in a global and diverse world

**Leadership:** John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Live responsibly in accord with their personal belief system

**Service:** John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice
- Work actively toward creating a more inclusive, welcoming, and just community
- Serve in their communities as engaged citizens and advocates.

## **Assessment of Student Learning**

A coordinated program of assessing student learning is integral to understanding and improving the student experience. Assessment of student learning is a University-wide effort, with the full support of the administration. The assessment program requires the systematic collection of evidence 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, and strategic planning.

Effective assessment of student learning relies on collaboration between students, faculty, and administrative staff. Assessment of student learning occurs in every academic program, the Core Curriculum, and student life. Student participation in the assessment program—through surveys, tests, course assignments, and interviews, among other things—provides the essential information upon which the University evaluates and ensures its commitment to student learning.

The Academic Affairs Assessment committee is the primary oversight and recommending body for the assessment of student learning in all academic units, providing guidance to the director of academic assessment in the development, implementation, and review of academic assessment programs. The advisory committee is comprised of six faculty members from across multiple disciplines and three staff members from Academic Affairs.

### **Academic Divisions**

The University maintains two major academic divisions: the College of Arts and Sciences and the John M. and Mary Jo Boler School of Business. The enrollment in Fall 2014 totaled approximately 3,700 students. In 2013-2014 the six-year graduation rate for freshmen who entered the University in 2008 on a full-time basis was 71.4%.

Degree programs are offered in more than forty 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 38-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 T. P. O'Malley, S.J., Center for Communications and Language Arts, and the D. J. Lombardo Student Center. The last of these 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 Saint Francis Chapel. The complex also includes the DeCarlo Varsity Center, 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 Art History and Humanities, Biology, Chemistry, Mathematics and Computer Science, Physics, and Psychological Science. This beautiful Georgian-style building also contains many spaces intended for use by the entire University community, including study areas, conference rooms, the Muldoon Atrium, and the 250-seat Donahue Auditorium. The Don Shula Stadium is the 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.

### **Accreditation**

John Carroll University is accredited by the Higher Learning Commission of the North Central Association (230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604; tel.: (800) 621-7440; ([www.ncahlc.org](http://www.ncahlc.org)). On Feb. 25, 2015, the Higher Learning Commission affirmed John Carroll's accreditation, with Notice. 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. The University's programs in Education are approved by the Ohio Board of Regents and accredited by the National Council for Accreditation of Teacher Education for the preparation of Early Childhood (EC), Middle Childhood (MC), Multi-Age (MA), and Adolescent and Young Adult (AYA) school teachers, counselors, school psychologists, and principals, with the master's degree as the highest approved. Programs in chemistry are approved by the American Chemical Society. The Clinical Mental Health Counseling and the School Counseling Programs are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

In addition to many other affiliations in specialized areas and disciplines, the University holds memberships in the American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admissions Officers, American Council on Education, American Schools of Oriental Research, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, National Association for College Admissions Counseling, Association of Graduate Schools in Catholic Colleges and Universities, Association of Independent Colleges and Universities of Ohio, Council for the Advancement and Support of Education, Council of Graduate Schools in the United States, Council of Independent Colleges, EDUCAUSE – Association for Information Technology in Higher Education, Midwest Association of Graduate Schools, National Association of College and University Attorneys, National Association of Independent Colleges and Universities, National Catholic Educational Association, Ohio Athletic Conference, Ohio Foundation of Independent Colleges, Inc., and Sponsoring Consortium for the Joint Archeological Expedition to Tell el-Hesi (Israel).

John Carroll University also belongs to the Association of Jesuit Colleges and Universities (AJCU). Founded in 1970, the AJCU is a national organization that serves its member institutions, the twenty-eight Jesuit colleges and universities in the United States. For a complete list of these schools, please visit [www.ajcunet.edu/institutions](http://www.ajcunet.edu/institutions).

### **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, Nanzan University in Nagoya, and Kansai Gaidai University in

Kyoto, Japan. In recent years the University has also added exchange programs with the University of Hull, England; the University of Dortmund, Germany; Rhodes University, South Africa; Rai Institute, India; and Fatih University, Turkey. In addition, the University is a member of the International Student Exchange Program (ISEP), which offers study abroad opportunities worldwide.

The University is a member of a consortium of Association of Jesuit Colleges and Universities (AJCU) which supports the Beijing Program for undergraduate study in China as well as the Casa de La Solidaridad in El Salvador.

Students can entertain several programs of international study 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 Regent's College. In Italy, students can participate in the University's own Vatican Program in cooperation with the Pontificia Università Urbaniana; Loyola University of Chicago's Rome Center; or John Cabot University in Rome. The University has recently established study abroad programs in Ireland (Maynooth), Spain (Madrid), and Costa Rica.

In addition to the program offerings listed above, cooperative agreements exist with programs in numerous countries on all continents.

John Carroll University also participates in agreements with many colleges and universities in the Cleveland area that offer cross-registration opportunities for all full-time undergraduate students.

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.

John Carroll University's Education department affiliates with eight other Ohio colleges and universities to offer an online Consortium-based Literacy Specialist Certificate program at the graduate level.

In cooperation with Case Western Reserve University of Cleveland, 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 Case Western Reserve University. A similar dual-degree program culminates in a bachelor of science in biology from John Carroll University, and a doctor of nursing practice degree from Case Western Reserve University. Ursuline College and John Carroll University have an agreement whereby at least two seats per year in the Accelerated B.S.N. Program in the Breen College of Nursing at Ursuline College are designated for John Carroll graduates. In addition, Lake Erie College of Osteopathic Medicine and John Carroll University have an agreement whereby up to twenty seats per year are reserved for John Carroll students to enter LECOM's medical, dental, and pharmacy schools.

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 University.

### **John Carroll University Alumni Association**

John Carroll University has more than 40,000 alumni, each of whom has a lifetime connection to the institution. As a result, the odds of a future employer, colleague, neighbor, or service provider being found among our alumni are fairly high.

The John Carroll Alumni Association, led by a volunteer advisory board of alumni, works to establish a lifelong, meaningful relationship between the University and its current and future alumni. The association furthers the spiritual, intellectual, and social welfare of its members and the John Carroll community. It also promotes both student and alumni interests through active participation in student recruitment, community service, athletic programs, career networking, scholarships, and the Alumni Chapter program.

The Alumni Medal, the highest honor annually awarded by the Alumni Association, is presented to alumni who have distinguished themselves in their personal lives and careers, thereby reflecting credit upon John Carroll's educational efforts, moral principles, and philosophical tenets. Each year, the Alumni Awards program honors those who bring distinction to John Carroll University through their superior talents and selfless service.

For more information about the John Carroll Alumni Association, please contact the Office of Alumni Relations at 216-397-4336 or [alumni@jcu.edu](mailto:alumni@jcu.edu), or visit the alumni website at [www.jcu.edu/alumni](http://www.jcu.edu/alumni).

# Academic Calendar 2015-2017

## 2015 – FALL SEMESTER

Aug. 28 (Fri.)	Final registration
Aug. 31 (Mon.)	Classes begin
Aug. 31-Sept. 4 (Mon.-Fri.)	Course changes and late registration
Sept. 7 (Mon.)	Labor Day (No classes; offices closed)
Sept. 10 (Thurs.)	Mass of the Holy Spirit
Sept. 15 (Tues.)	Last day to change to audit or elect Pass/Fail option
Sept. 20 (Sun.)	Deadline for filing graduation application for January, May and August 2016 degrees for Boler School of Business and College of Arts and Sciences
Oct. 15 (Thurs.)	Fall break begins after last scheduled class
Oct. 19 (Mon.)	Classes resume
Nov. 24 (Tues.)	Friday classes meet Thanksgiving break begins after last scheduled class
Nov. 24 (Tues.)	Deadline for course withdrawal
Nov. 30 (Mon.)	Classes resume
Dec. 12 (Sat.)	Last day of classes
Dec. 14-18 (Mon.-Fri.)	Final examinations

## 2016 – SPRING SEMESTER

Jan. 15 (Fri.)	Final registration
Jan. 18 (Mon.)	Martin Luther King, Jr., Day (No classes; offices closed)
Jan. 19 (Tues.)	Classes begin
Jan. 19-25 (Tues.-Mon.)	Course changes and late registration
Feb. 2 (Tues.)	Last day to change to audit or elect Pass/Fail option
Feb. 27 (Sat.)	Spring break begins after last scheduled class
Mar. 7 (Mon.)	Classes resume

Mar. 23 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Mar. 29 (Tues.)	Classes resume Monday classes meet
Apr. 19 (Tues.)	Deadline for course withdrawal
May 5 (Thurs.)	Last day of classes
May 6-7 (Fri.-Sat.)	Reading Days
May 9-13 (Mon.-Fri.)	Final examinations
May 22 (Sun.)	Commencement

## 2016 – SUMMER SESSIONS

The calendar for Summer Sessions will be available online about December 15, 2015.

## 2016 – FALL SEMESTER

Aug. 26 (Fri.)	Final registration
Aug. 29 (Mon.)	Classes begin
Aug. 29-Sept. 2 (Mon.-Fri.)	Course changes and late registration
Sept. 5 (Mon.)	Labor Day (No classes; offices closed)
Sept. 13 (Tues.)	Last day to change to audit or elect Pass/Fail option
Sept. 20 (Tues.)	Deadline for filing graduation application for January, May and August 2017 degrees for Boler School of Business and College of Arts and Sciences
Oct. 13 (Thurs.)	Fall break begins after last scheduled class
Oct. 17 (Mon.)	Classes resume
Nov. 22 (Tues.)	Friday classes meet Thanksgiving break begins after last scheduled class
Nov. 22 (Tues.)	Deadline for course withdrawal
Nov. 28 (Mon.)	Classes resume
Dec. 10 (Sat.)	Last day of classes
Dec. 12-16 (Mon.-Fri.)	Final examinations



## 2017 – SPRING SEMESTER

Jan. 13 (Fri.)	Final registration
Jan. 16 (Mon.)	Martin Luther King, Jr., Day (No classes; offices closed)
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. 4 (Sat.)	Spring break begins after last scheduled class
Mar. 13 (Mon.)	Classes resume
Apr. 12 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Apr. 18 (Tues.)	Classes resume Monday classes meet 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

## 2017 – SUMMER SESSIONS

The calendar for Summer Sessions will be available online about December 15, 2016.



# Admission

## FRESHMAN ADMISSION

Admission to John Carroll University is a deliberate and personal process. It is based on a broad range of criteria which emphasize varieties of scholarship and talent. An in-depth review of each applicant will produce answers to two important questions:

- (1) Will the student succeed at John Carroll?
- (2) How will the student contribute to the John Carroll community?

Academically, the most important consideration is the overall strength of course work and academic ability as demonstrated through secondary school achievement. Extracurricular involvement, performance on standardized tests, a writing sample, and counselor and teacher recommendations are also weighed.

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

A visit to the University is encouraged for all potential students. Arrangements can be made for group information sessions and campus tours through the Office of Admission or by visiting [www.jcu.edu/visit](http://www.jcu.edu/visit). Also, personalized visits to attend classes, meet with faculty, or experience many other aspects of our community can be arranged for high school seniors (weekdays only). Office hours are weekdays 8:30 a.m. to 5 p.m. Group presentations and tours are also offered on select Saturdays during the fall, winter, and spring.

## APPLICATION PROCEDURES

John Carroll University is an exclusive member of the Common Application, which means that the online Common Application is the only application accepted for freshman admission. Students may apply to the University online at [www.commonapp.org](http://www.commonapp.org). There is no fee to apply to John Carroll.

1. Submit a Common Application to 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 admission to 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,” page 80).

2. Arrange with the high school(s) attended to send complete transcripts to the Office of Admission. Students who are home-schooled should have any and all

supporting documentation and transcripts submitted, such as the grading scale or methods of evaluation used, course descriptions, and any information about a distance-learning program or homeschooler's association.

3. Ask a guidance counselor and/or teacher at the high school last attended to complete the *Teacher Evaluation* and/or the School Report through the Common Application and send it with the transcript to the Office of Admission.
4. Submit the results of testing by either the College Board (SAT I) or the American College Testing Program (ACT). See the "Testing" section below.
5. Applicants wishing to apply for need-based financial aid should complete and submit online the **Free Application for Federal Student Aid (FAFSA)** form found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This form is used to award institutional as well as federal and state assistance. All applicants are strongly encouraged to submit a FAFSA, regardless of family income. The form should be submitted for processing *as soon after January 1 as possible*. The University's priority application deadline for financial aid is February 15.

## APPLICATION DEADLINES

The Office of Admission has specific admission application and notification dates for freshman applicants. Please refer to the admission website at [www.jcu.edu/apply](http://www.jcu.edu/apply) for the most current information, as dates may change from year to year. Typically, our deadlines are as follows:

- **December 1: Early Action I and Priority Scholarship Consideration; decisions released the third week of December**
- **December 2–February 1: Rolling admission; decisions released every 7–10 days from mid-January through mid-March**
- **After February 1: Rolling admission on a space-available basis**

**To be fully considered for all of our merit scholarship programs, students should apply for freshman admission by the priority scholarship deadline of December 1.**

## ENROLLMENT CONFIRMATION

Admitted students reserve their place in the freshman class by submitting an Enrollment Reservation Form and a \$300 enrollment deposit. This 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 for their first two years. Applicants must indicate on their Enrollment Reservation Form whether or not they intend to live on campus.

There is no deadline for enrollment 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 the SAT I should present the results from examinations taken in either their junior or senior year of secondary school. To have scores sent directly to the University, John Carroll's SAT code is 1342.

Students may obtain registration forms and general information from their secondary school guidance office or the College Board website [www.collegeboard.com](http://www.collegeboard.com).

Regarding the College Board's optional Score Choice feature, John Carroll University considers an applicant's highest section scores across all SAT test dates that are submitted. Applicants should feel free to send any additional scores that they want to make available to John Carroll.

**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 the ACT website [www.act.org](http://www.act.org). To have scores sent directly to the University, John Carroll's ACT code is 3282. John Carroll University recommends but does not require the additional Writing Test offered by ACT.

**Please Note:** Students whose first language is a language other than English and/or who attended a secondary school where instruction was in a language other than English must submit the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam in lieu of SAT or ACT scores.

## International Admission

Candidates for admission who officially reside in countries outside of the U.S. and are not U.S. citizens must file an application and provide official transcripts, with an accompanying grading scale, certifying their complete secondary education. The application documents and these credentials (with English translations) must be submitted at least 60 days prior to the term for which the student intends to register.

Applicants should also present the results of one of the following qualifying examinations: the College Board (SAT I), the American College Testing (ACT), the TOEFL, or the IELTS. We further require international applicants to provide a photocopy of their passport as part of their application file. International applicants are not eligible to submit the FAFSA unless they are dual citizens (of the U.S. and another country).

After being admitted, international students who are seeking institutional financial aid also must complete the Financial Guarantee Statement, which is a declaration of financial resources available to meet obligations incurred while attending the University. International students are *required* to provide proof of student health insurance.

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 to maintain their status.

### **Transfer Admission**

To be considered as a transfer student, a student must have previously earned a high school diploma or equivalent. The completion of any college-level courses while in high school alone does not make one a transfer student and would require completion and review of an application for freshman admission.

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

Transfer applicants on probation, suspended, or dismissed for any reason from another accredited university, college, or junior 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 Admission official copies of college transcripts from all colleges attended. Failure to report collegiate-level attendance at any institution will make a student liable for immediate dismissal. A high school transcript and SAT or ACT scores must be submitted **ONLY** for applicants who have completed fewer than 24 semester hours at a college or university. In addition, a Transfer Reference Form, found at <http://sites.jcu.edu/admission/pages/apply/transfer-students/application-process/>, must be submitted from the applicant's current school or the school most recently attended.

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 2.0 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 2.0 or better to be considered for admission. In addition, the cumulative average for all schools attended must be 2.0 or better. A GPA of 2.5 or above, however, is strongly recommended.

Students may apply to transfer to the University using the institution's online application found at [www.jcu.edu/apply](http://www.jcu.edu/apply). There is no fee to apply to John Carroll University. Applications should be submitted by August 1 for the fall semester or by January 1 for the spring semester.

## Student Veterans

Student veterans typically will enter John Carroll University as transfer students, even in cases where a student veteran applicant does not have previous college course work. The University will grant academic credit for military training. For complete details on the JCU Celebration of Service student veterans program, please see the website at <http://sites.jcu.edu/veterans/>.

## Credit Evaluation

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 shortly after the admission decision has been made, provided we have an official copy of the transcript. **For all students new to the University, all requests of transfer courses for the Integrative Core Curriculum 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) through our online petition process found at:

<http://sites.jcu.edu/cas/pages/currentstudent-resources/undergraduate-student/>.

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.

Transfer guides for Lakeland, Cuyahoga, and Lorain County Community Colleges are available upon request and online. The limit of transfer credit from a community college is 64 semester hours (96 quarter hours). 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 completed to satisfy Integrative Core Curriculum requirements must conform substantially to the requirements, including learning goals, of 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 and grades are not transferred, 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 Defense Activity for Non-Traditional Education Support (DANTES), providing they are

equivalent to those offered by John Carroll University. Credit may also be given for military training as indicated by the American Council on Education (ACE) credit recommendations for training courses. For assistance in obtaining an official transcript of military training, please contact the Director of Veterans Affairs, LTC(R) Eric Patterson, at 216-397-4947, or at [epatterson@jcu.edu](mailto:epatterson@jcu.edu).

### **Part-Time Admission**

The University welcomes students interested in attending day or evening classes on a part-time basis (11 semester hours or fewer) and provides pre-admission counseling and other services to meet part-time students' needs.

An application form will be sent upon request or can be found online at [www.jcu.edu/apply](http://www.jcu.edu/apply). Students are encouraged to consult with the Office of Admission about transfer of credit from other colleges and the possibility of earning advanced credit through CLEP examinations (see page 31). Qualified students with a high school diploma or GED equivalent who wish to take courses on a part-time basis may also inquire with the Office of Admission.

Part-time students transferring from community colleges or other universities must meet the requirements specified on page 20 in the section on transfer admission. 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 fee schedule for undergraduate courses (see page 32). Students accepted for admission for the fall semester are required to submit a \$300 non-refundable tuition deposit at the time of registration.

Financial aid may be available for part-time students. Any State of Ohio grant aid, Federal Pell Grants, and Federal 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 Office of Financial Aid. 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 35-38).

### **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 and continue at the University under the same status as when they left. These students should contact the Office of the Registrar to request permission to register and to their dean or advisor for academic counseling.

Students who have been absent from an undergraduate college for 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 petitioning for readmission who have attended other colleges or universities must submit to the Office of Admission official transcripts from such schools along with a completed Transfer Reference Form, found at <http://sites.jcu.edu/admission/pages/apply/transfer-students/application-process>, 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 in conjunction with the relevant department chairs and faculty. Readmission, if granted, is on terms determined by this committee. At a minimum, completion of at least 30 semester hours at John Carroll upon readmission is required.

## Reinstatement

Students under notice of dismissal from either of the undergraduate colleges are excluded from the University and are ineligible to apply for readmission until one semester and summer have elapsed.

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 either of the undergraduate colleges of John Carroll University **must present official transcripts from any institutions 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 or by December 1 for the spring semester.

Students who have been dismissed may not enroll in any divisions 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.

### Transient Admission

Students having a grade-point average of C (2.0 on a 4.0 scale) or better that are eligible to continue at their own college or university may enroll at John Carroll as a transient student for **one** term (fall semester, spring semester, or summer term). It is expected that students meet all prerequisites for the course(s) they wish to take at John Carroll. Transient students must complete a *Transient Student Registration Form*, which is available online at <http://sites.jcu.edu/admission/pages/apply/transient-students/>. No other documentation is needed.

**Students who do not plan to return to their own colleges are not considered transient students. If a student plans to take courses for consecutive terms at John Carroll, a meeting with a representative from the Office of Admission is required to discuss the student's plan.**

Officially applying to the institution as a transfer student and/or supplying a transcript of previously taken college course work may be requested to verify good academic standing at the home institution.

Transient students who wish to take courses during the summer sessions should submit applications according to procedures outlined in the *Schedule of Summer Classes*, which is available online at [www.jcu.edu/summer](http://www.jcu.edu/summer).

### 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 freshman or transfer admission procedures. Please note that summer sessions are not designed to ease the transition between the high school and college years.

A schedule of courses is listed online at [www.jcu.edu/summer](http://www.jcu.edu/summer). Transient students must be in good academic standing and complete the online application form.

### Early Enrollment Program for High School and Middle School Students

The State of Ohio, through its College Credit Plus (CCP) Program, seeks to maximize students' postsecondary credit opportunities during middle school and high school. CCP is considered one of the advanced standing opportunities in the state along with Advanced Placement, International Baccalaureate, and Early College High Schools.

Middle school and high school students who meet the following criteria are eligible to enter John Carroll University as a postsecondary transient student:

1. A GPA of 3.2 or better
2. Test scores equal to or higher than: ACT-21 (composite) or SAT-1000 (Math and Critical Reading)
3. Satisfactory evaluation of at least one of the standards identified in the *Uniform Statewide Standards for Remediation-Free Status* (particularly in the subject area related to potential college course work).

In addition, students must submit the College Credit Plus (CCP) application found at <http://go.jcu.edu/ccp> to the Office of Admission and present the required documentation.

The **Early College Program** is a distinct program in partnership with the Cleveland Heights-University Heights City School District. Students enrolled in this program have additional criteria required by the school district for participation in this program.

## COLLEGE COURSE CREDIT

### Post-Secondary Enrollment Options (PSEO)/ College in High School (CIHS)

John Carroll University grants credit for college-level classes that a student completes while in high school. Credit will be accepted from regionally accredited institutions as long as students achieve a grade of “C-” or better.

Official determination of credit transferability occurs only after the student has committed to John Carroll and submitted his or her enrollment deposit. At that time, students should contact the registrar’s office of the college or university at which the classes were taken and request that an official transcript be sent directly to the Office of Admission at John Carroll University. Once the official transcript arrives, the JCU Registrar’s Office will evaluate the courses and will send the student a Transfer Credit Evaluation. This will include the courses taken and John Carroll’s equivalencies for those courses. Quality points and grades are not transferred, only credit hours.

Generally speaking, if a college course taken during high school does not map directly to a course at John Carroll, credits will be accepted as general electives. However, students will not receive credit for courses in orientation, applied arts, athletics, or technical training.

## ADVANCED PLACEMENT

Advanced Placement (AP) courses, administered by the College Board, are college-level classes in six academic areas that students can take while in high school. Those who opt to take the year-end AP Examinations can also potentially receive college credit. Information about these examinations may be obtained through the high school or the College Board website [www.collegeboard.com](http://www.collegeboard.com).

## ADMISSION

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Once students commit to John Carroll and submit their enrollment deposit, they should request that their Advanced Placement test scores be sent directly from the College Board to John Carroll for an official credit evaluation. The tables below show current departmental practice for AP tests.

### AP CAPSTONE

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent
Research	3	3	GE1XX*
Seminar	3	3	GE 1XX*

\*To be considered for more specific designations, the student must provide a syllabus from his or her high school for this course, along with a transient petition form.

### ARTS

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent
Art History	4	3	AH 101
Music Theory	4	3	FA 1XX or FA elective
Studio Art: 2-D Design*	4	3	AH 110
Studio Art: 3-D Design*	4	3	AH 1XX or AH elective
Studio Art: Drawing*	4	3	AH 240

\*Studio Art credits will not count toward the 33 credit hours required to earn a degree in Art History.

### ENGLISH

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent
English Language and Composition	4	3	EN 125*
English Literature and Composition	4	3	EN 125*

\*Satisfies the Written Expression (foundational competencies) component of the Integrative Core Curriculum.

### HISTORY AND SOCIAL SCIENCE

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent
Comparative Government and Politics	4	3	PO 102
European History	4	6	HS 201-202
Human Geography	4	3	HS 271
Macroeconomics	3	3	EC 202
Microeconomics	3	3	EC 201

Psychology	4	3	PS 101
United States Government and Politics	4	3	PO 101
United States History	4	6	HS 211-212
World History	4	6	HS elective (200-level)

## MATH AND COMPUTER SCIENCE

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent
Calculus AB (or AB subscore on BC exam)	4	4	MT 135
Calculus BC	3 4-5	4 8	MT 135 MT 135-136
Computer Science A	3	3	CS 228
Statistics	3 4-5	3 3	MT 122* MT 229*

\*Satisfies the Quantitative Analysis (foundational competencies) component of the Integrative Core Curriculum.

## SCIENCES

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent
Biology	3-4 5*	4 8	BL 112, BL 112L BL 155-158
Chemistry	4 5	3 6	CH elective CH elective
Environmental Science	3	4	BL 109, BL 109L
Physics I: Algebra-Based**	3	4	PH 125, PH 125L
Physics II: Algebra-Based**	3	4	PH 126, PH 126L
Physics B	3 4 5***	3 8 8	PH elective PH 125-126, PH 125L-126L PH 135-136, PH 135L-136L
Physics C: Electricity and Magnetism	3 4	4 5	PH 126, PH 126L PH 136, PH 136L
Physics C: Mechanics	3 4	4 5	PH 125, PH 125L PH 135, PH 135L

\*Students who earn a 5 on the AP Biology exam may:

1) receive 4 credits for BL 156/158, and enroll in BL 155, Principles of Biology I (Honors; 4 credits), and BL 157, Principles of Biology I Lab; **or** 2) receive 8 credits for BL 155-158, Principles of Biology I and II (lectures and labs).

## ADMISSION

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\*\*Students who have a score of 5 on both the AP Physics I **and** Physics II exams, and who have the equivalent of MT 136 (Calculus and Analytic Geometry II), may receive a total of 8 credit hours for PH 135-136 and PH 135L-136L. If students do not have the MT 136 equivalent, they will be awarded credit for PH 125-126 and PH 125L-126L.

\*\*\*Students who have a score of 5 on the AP Physics B exam, and who have the equivalent of MT 136 (Calculus and Analytic Geometry II), may receive credit for PH 135-136 and PH 135L-136L. If students do not have the MT 136 equivalent, they will be awarded credit for PH 125-126 and PH 125L-126L.

## WORLD LANGUAGES AND CULTURES

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent
Chinese Language and Culture	3	6	CN 201-202*
French Language and Culture	3	6	FR 201-202*
German Language and Culture	3 4	3 6	GR 102 GR 102, GR 201*
Italian Language and Culture	3	6	IT 201-202*
Japanese Language and Culture	3	6	JP 201-202*
Latin	4	6	LT 201, LT 232*
Spanish Language and Culture	3	6	SP 201-202*
Spanish Literature and Culture	3	6	SP 201-202*

\*Satisfies the Language component of the Integrative Core Curriculum.

## Institutional Policy

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, languages at the intermediate level, and mathematics.

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.

## International Baccalaureate (IB)

The International Baccalaureate (IB) Diploma Programme prepares high school students for success at the university level. The academically challenging, internationally focused curriculum includes courses in six subject areas. Students taking year-end IB examinations can also potentially receive college credit.

Once students commit to John Carroll and submit their enrollment deposit, they should request that a transcript from International Baccalaureate North America (IBNA) be sent directly to John Carroll for an official credit evaluation. The tables below show current departmental practice for IB exams.

For courses not listed below, the student must also provide a syllabus from his or her high school for each course being considered for transfer credit. A copy of the syllabus will be sent to the department chair at John Carroll for input on what credit may be given before the official credit evaluation is sent to the student.

John Carroll accepts Higher Level (HL) course work only, except as noted below.

## STUDIES IN LANGUAGE AND LITERATURE

IB Course	IB Score Required for Credit	Semester Hours	JCU Course Equivalent
English A: Language and Literature	6-7	3	EN 125*
English A: Literature	6-7	3	EN 125*

\*Satisfies the Written Expression (foundational competencies) component of the Integrative Core Curriculum.

## LANGUAGE ACQUISITION\*

IB Course	IB Score Required for Credit	Semester Hours	JCU Course Equivalent
Arabic B	SL 6-7	6	AB 101-102
	HL 5-7	6	AB 201-202*
Classical Languages	SL 6-7	6	LT 101-102 or
		6	GK 101-102
	HL 5-7	6	LT 201, LT 232* or
		3	GK 299*
French B	SL 6-7	6	FR 101-102
	HL 5-7	6	FR 201-202*
German B	SL 6-7	3	GR 102
	HL 5-7	6	GR 102, GR 201*
Italian B	SL 6-7	6	IT 101-102
	HL 5-7	6	IT 201-202*
Japanese B	SL 6-7	6	JP 101-102
	HL 5-7	6	JP 201-202*
Mandarin/Chinese B	SL 6-7	6	CN 101-102
	HL 5-7	6	CN 201-202*
Russian B	SL 6-7	6	RS 101-102
	HL 5-7	6	RS 201-202*
Spanish B	SL 6-7	6	SP 101-102
	HL 5-7	6	SP 201-202*

\*Satisfies the Language component of the Integrative Core Curriculum.

## ADMISSION

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\*\*For language courses not listed, the student must also provide a syllabus from his or her high school for each course being considered for credit.

## INDIVIDUALS AND SOCIETIES

<b>IB Course</b>	<b>IB Score Required for Credit</b>	<b>Semester Hours</b>	<b>JCU Course Equivalent</b>
Business and Management	5-7	3	GE ELEC
Economics	5 6-7	3 6	EC 201 EC 201-202
Geography	6-7	3	HS 271
Global Politics	6-7	3	PO 3XX
History	6-7	3	HS 1XX
Information Technology in a Global Society	-	-	NA 000*
Philosophy	6-7	3	PL 101
Psychology	5-7	3	PS 101
Social and Cultural Anthropology	6-7	3	SC 245

\*Not currently accepted for credit. To be considered, the student must provide a syllabus from his or her high school for this course, along with a transient petition form.

## SCIENCES

<b>IB Course</b>	<b>IB Score Required for Credit</b>	<b>Semester Hours</b>	<b>JCU Course Equivalent</b>
Biology	4-5 6-7	4 8	BL 102, BL 102L BL 155-158
Chemistry	5 6-7	3 6	CH 1XX CH 1XX
Computer Science	5 6-7	3 6	CS 128 CS 128, CS 228
Design Technology	6-7	3	EP 1XX
Physics	5 6-7	4 8	PH 1XX, PH 1XXL PH 125-126, PH 125L-126L

## MATHEMATICS

IB Course	IB Score Required for Credit	Semester Hours	JCU Course Equivalent
Mathematics	5	4	MT 135
	6-7	8	MT 135-136
Further Mathematics	5	3	MT 271
	6	6	MT 271, MT 2XX
	7	8	MT 271, MT 2XX

## THE ARTS

IB Course	IB Score Required for Credit	Semester Hours	JCU Course Equivalent
Dance	5-7	3	FA ELEC*
Film	5-7	3	CO 2XX (does not count toward major)
Music	5-7	3	FA ELEC*
Theatre	5-7	3	CO 2XX* (may petition for Theatre minor)
Visual Arts	5-7	3	AH 1XX

\*Satisfies the Creative and Performing Arts (Jesuit heritage) component of the Integrative Core Curriculum.

## 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. CLEP exams may not be used to fulfill the last 30 semester hours of credit. Students planning to take CLEP tests should consult the Office of Admission or their academic advisor.

## Other Credit Options

On a case-by-case basis, John Carroll University may recognize and accept other types of college credit than those listed (e.g., A-Levels). Once students commit to John Carroll and submit their enrollment deposit, they should present official documentation to the Office of Admission at John Carroll for an official credit evaluation.



# 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 the academic term begins. All bills are sent to the student's University e-mail account. Students are encouraged to provide the billing name and e-mail address of the person responsible for payment. This will assure prompt delivery to the proper party. Students who register after the billing cut-off date pay in full at the time of registration.

Students who have a balance due on their 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. Tuition Payment Plan (fall and/or spring semester only).
3. Credit card. A convenience fee is charged for this service.
4. Electronic check (ACH). A minimal fee is charged for this service.

The Tuition Payment Plan allows a family to budget payments for the fall and spring semesters. Applications are made online through the Bursar's Office. The amount budgeted will be paid each month June 5 through March 5. Any amount not budgeted on the TPP is due before the student attends class. Any credit balance resulting from the TPP will be refunded at the conclusion of the plan for that semester.

### Regular Semester Charges

#### TUITION (2015-2016 Academic Year)

Full-time Undergraduate Students:

(12-18 credits).....\$17,965.00 per semester  
(\$35,930.00 annual tuition, full-time up to 36 credits, that is, 18 hours each, fall and spring semesters)

Part-time (1-11 credits) and each hour over 18 credits..... \$1095.00 per credit

Summer Term 2016 ..... \$700.00

Graduate credit courses:

College of Arts and Sciences .....\$695.00 per credit

Boler School of Business ..... \$855.00 per credit

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

## FEES

Graduation—undergraduate or graduate (payable at time of formal application for degree) . . . . .	\$200.00
Graduation—undergraduate or graduate late application . . . . .	\$225.00
International student: Application processing . . . . .	\$50.00
Orientation . . . . .	\$325.00
Orientation, Transfer . . . . .	\$75.00
Penalty—Late Payment of tuition, room or board . . . . .	\$150.00
PSEO (High school transient student): Application processing . . . . .	\$10.00
Return check fee . . . . .	\$25.00
Room—Late cancellation fee . . . . .	\$750.00
Student Activities Fee, per semester (full-time undergraduates only) . . . . .	\$200.00
Student Health and Wellness fee, per semester (full-time undergraduates only) . . . . .	\$175.00
Student Technology Fee, per semester (full-time undergraduates only) . . . . .	\$250.00
Study abroad fee . . . . .	dependent on specific program
Transcript of record . . . . .	\$5.00
Tuition Payment Plan application fee . . . . .	\$25.00
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 (2015-2016 Academic Year)

Room and Board—each semester, with the 14-meal “plus” plan and standard double room . . . . .	\$5,460.00
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Other meal plans are available. Information can be obtained from the Office of Residence Life (216-397-4408).

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 break, and other vacations as set forth in the University calendar.

Applicants who enter into residence assume full responsibility for their rooms and the contents thereof. All loss and damage occasioned by students are charged against their accounts.

## EXPENSES

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A \$300 enrollment deposit is required of first-time students and is **non-refundable** after May 1. If the student will be living on campus, \$200 of the enrollment deposit will be retained as a security deposit. When the student discontinues living in the residence halls, the deposit (or remainder thereof) will be credited to the individual student's account as a credit against charges due or refunded in the instance of a credit balance.

Fees listed above pertain to the 2015-2016 academic year. Owing to the uncertainty of prices, the University reserves the right to change fees without notice.

### Refunds

The following percentages of the charge for tuition will be refunded, or credited against a balance due.

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 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 hours during or prior to course change week, or
- b. Completely withdraw from the University during the first three weeks of the semester.

Refunds for summer terms require the student to formally withdraw by the second day of class for a full refund and by the fifth day of class for a 50% refund. There is no tuition refund after the fifth day of class.

### Additional Information

Updated tuition rates, due dates, and other pertinent financial information can be found at [www.jcu.edu/bursar](http://www.jcu.edu/bursar).

# Financial Aid

## Policy

The primary mission 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 aid awards are tailored to meet the particular needs of the recipient within the limitations 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 merit scholarship awards is based on evaluation of the total record of achievement and promise. Eligibility for 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. Scholarships and grants are available to full-time students enrolled in any undergraduate division of the University. Some merit-based scholarships may require separate application procedures.

## To Apply

The application form for federally funded, state funded, and institutional need-based aid is the FAFSA. The form is on the web at [fafsa.ed.gov](https://fafsa.ed.gov). To complete the FAFSA online, a Personal Identification Number (PIN) must be used. The application for a PIN may be found at [www.pin.ed.gov](https://www.pin.ed.gov). 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. The award will remain approximately the same for four years unless financial circumstances are brought to the attention of the Office of Financial Aid, and/or appropriate academic requirements are not met. Each year students must submit the FAFSA to renew their need-based financial aid.

The Office of Financial Aid will remind students of the appropriate time to reapply for aid through the FAFSA at their home address or through their e-mail account.

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 (summer aid applications will be available before the end of

each spring semester). 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 Education Amendments require the University to define and enforce standards of academic progress for students receiving federal or state aid. These standards are on the Financial Aid website (academic renewability criteria, [www.jcu.edu/aidjcu/](http://www.jcu.edu/aidjcu/)).

### **Scholarships and Grants**

John Carroll merit scholarship programs are highly competitive and honor students whose contributions and success are measured inside the classroom and beyond. Some unique programs go beyond academic scholarships and reward commitment to leadership and service as well. A complete listing of merit scholarship opportunities offered by the institution can be found at [www.jcu.edu/aidjcu/scholarships/merit.htm](http://www.jcu.edu/aidjcu/scholarships/merit.htm).

Grant aid represents the largest portion of John Carroll assistance to families every year. Merit scholarships play a significant role for the best and brightest students each year. However, need-based aid (financial support based on family income, assets, and affordability) is our best way to ensure that any and all students accepted to John Carroll University will be able to attend. To be considered for grants, a student must be matriculated in an approved degree program of study. The student must file the Free Application for Federal Student Aid (FAFSA), be making at least satisfactory academic progress, meet all GPA requirements specific to the type of aid, and meet all reapplication requirements. Renewal is limited to a maximum of eight academic-year semesters.

The full listing of institutional grant opportunities can be found at the following site: [www.jcu.edu/aidjcu/grants/JCU-grants.htm](http://www.jcu.edu/aidjcu/grants/JCU-grants.htm).

### **ROTC Scholarships**

The U.S. Department of the Army annually awards ROTC full-tuition scholarships on a competitive basis nationally. Four-year and three-year advance-designee scholarship winners are selected from high school students who apply from mid-June to December of their senior year. Applications are available only for submission at [www.armyrotc.com](http://www.armyrotc.com). Current college students may also compete for a variety of campus-based scholarships, *when available*, ranging from two to four years, by contacting the Recruiting Officer, Department of Military Science, at 216-397-4421.

The scholarship provides full tuition and fees, a \$1200 yearly book allowance, plus a monthly stipend from \$300 to \$500 during the normal school year. Scholarship winners who reside in JCU campus housing receive free standard room and board

each academic year. All cadets completing the program commission as a Second Lieutenant into the Regular Army, Army Reserves, or Army National Guard. Competitive opportunities also exist for advanced follow-on education, including medical school and law school. Please consult the Military Science/ROTC website at [www.jcu.edu/rotc/](http://www.jcu.edu/rotc/) for full details about these opportunities.

### **Federal and State Government Grants**

John Carroll administers federal and state funding programs. In order to qualify for any of these programs, students must complete a Free Application for Federal Student Aid and meet the qualifications as outlined by each program. Details of the types of grant and their eligibility criteria can be found at [www.jcu.edu/aidjcu/grants/federal.htm](http://www.jcu.edu/aidjcu/grants/federal.htm) for the federal programs. State program information is located at [www.jcu.edu/aidjcu/grants/state.htm](http://www.jcu.edu/aidjcu/grants/state.htm).

### **Loan Programs**

John Carroll participates in the Federal Direct Loan program as well as the Federal Perkins Loan Program. Information concerning the terms and application process for these programs can be found at [www.jcu.edu/aidjcu/loans/index.htm](http://www.jcu.edu/aidjcu/loans/index.htm). Private loan funding opportunities are detailed there as well.

### **Tuition Remission**

John Carroll participates in various tuition remission and tuition exchange programs for families that work in higher education across the country. All of our programs are limited to dependent children of eligible employees if the students meet admission standards and are accepted for admission. John Carroll also participates in three programs that offer full or partial tuition remission for selected, accepted incoming freshmen. Each year the University receives more interest from students to participate in these programs than spaces available. For that reason all students are encouraged to apply for admission in a timely way. John Carroll also maintains a wait list for students admitted to the University but not originally awarded a position in one of these programs. More details are available at [www.jcu.edu/aidjcu/grants/remission.htm](http://www.jcu.edu/aidjcu/grants/remission.htm).

### **Veterans Educational Benefits**

Veterans Educational Benefits are available to eligible, degree-seeking veterans. Information about the program, including eligibility requirements and benefits, can be found at [www.jcu.edu/aidjcu/grants/veterans.htm](http://www.jcu.edu/aidjcu/grants/veterans.htm).

### **Federal Work-Study Program**

The Federal Work-Study Program provides an opportunity for on-campus employment to students who have 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 FAFSA is required to establish need for either type of employment. Available jobs and the application process can be accessed at [www.jcu.edu/aidjcu/jobs/index.htm](http://www.jcu.edu/aidjcu/jobs/index.htm).

### **Withdrawal and Return of Title IV Funds Policy**

As of Spring 2002, any student who completely withdraws from the University and is a recipient of federal Title IV financial aid is subject to the policy regarding refund and repayment of those funds. The details of this policy can be found at [www.jcu.edu/aidjcu/refunds.htm](http://www.jcu.edu/aidjcu/refunds.htm).

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

## **CONTACT INFORMATION**

The Office of Financial Aid and the Admission Office are part of the John Carroll Enrollment Division, located on the second floor of Rodman Hall. Staff from either office can be reached at 216-397-4294 or [enrollment@jcu.edu](mailto:enrollment@jcu.edu).



# Student Life

## CAMPUS LIVING

John Carroll University is committed to providing students with a residential experience focused on learning and the development of inclusive communities. Living on campus provides students with the unique opportunity to better understand who they are as individuals and how they live and learn in relationship with others. The Residence Life staff facilitates community through the development of interpersonal relationships, social and educational programming, crisis response, and conflict mediation. John Carroll has eight residence halls on its friendly campus.

The University maintains a two-year residency requirement. All entering students of traditional age need to declare their status as residents or commuters through the Enrollment Reservation Form sent by the Office of Admission. Those not commuting from home are required to live on campus during their first two years. This policy also applies to those who transfer into the University as traditional first-year students. Commuting is defined as living exclusively in the permanent and primary residence of a parent or legal guardian. Beginning with the Class of 2019, the primary residence of the parent or legal guardian must be within 35 miles of the John Carroll campus.

All students living on campus eat their meals in the Harold C. Schott Dining Hall in the Lombardo Student Center. Multiple meal plan options are available to meet students' needs.

### John Carroll University Residence Halls

**Bernet Hall (1935)** Named to honor John J. Bernet, founding benefactor of the campus.

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

**Dolan Hall (1955)** Funded by and named for Thomas Dolan, founder and president of Dobeckmun Company, and University trustee, 1949-1972.

**Murphy Hall (1964)** Named in honor of William J. Murphy, S.J., dean of students at John Carroll University, 1932-1959. A newly renovated Murphy Hall opened in August 2014. The transformed building achieved LEED Silver Certification—the first building on campus to secure this distinction.

**Sutowski Hall (1978)** Funded by and named for Cleveland businessman Walter S. Sutowski.

**Millor Hall (1981)** Funded by Chicago-area alumni and named in honor of William J. Millor, S.J., long-time headmaster of the residence halls at John Carroll.



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

**Campion Hall (1990)** Named for St. Edmund Campion, S.J., as a memorial and tribute to Campion Jesuit Preparatory High School (1880-1975) in Prairie du Chien, Wisconsin.

**Warrensville Center Road Duplexes (2002)** Two- and three-bedroom apartments located along Warrensville Center Road

All of the halls accommodate both men and women. First-year students live together in Pacelli, Dolan, and Campion to promote class unity. Fraternity and sorority floors can be found in Hamlin. The residence halls also provide Healthy Living and Honors' community options for first-year students. The halls are divided into residential areas, each of which is served by a full-time professional administrator who lives in residence and maintains an office in that area. Each floor community in the residence halls is supported by a Resident Assistant. Resident Assistants are sophomore, junior, and senior students who are trained as peer helpers and community builders. Campus ministers live in the various residence halls to assist students in their growth. More information about on-campus living options, residence hall amenities, learning outcomes, and the mission of the Office of Residence Life can be found at <http://sites.jcu.edu/reslife>.

## Off-Campus Living

The assistant director of residence life provides assistance to students who rent an apartment or house in University Heights or one of our neighboring cities. Students who commute from home are assisted by the director of orientation and leadership programs. All students living off campus can choose from a variety of meal plans through the dining services.

## Conduct

John Carroll University, grounded in Roman Catholic and Ignatian traditions, fosters the fullest development of its students in an atmosphere of care and concern. Members of the University community are held to a high standard of behavior because of the nature of our enterprise: the education and development of students.

Self-discipline is essential in the formation of character and in the orderly conduct of social affairs 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 hearing bodies.

## Student Due Process

John Carroll University recognizes 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 dean of students website: <http://sites.jcu.edu/deanofstudents/pages/community-standards/>.

## 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 Fraternity and Sorority Life, Student Union, Student Union Programming Board, late-night programming, leadership development, student organization advisement, Homecoming, Christmas Carroll Eve, Senior Celebration Week, event/facility requests, University vehicle reservations, and the posting policy. More information can be found on the student activities website: [www.jcu.edu/studentactivities](http://www.jcu.edu/studentactivities).

## 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: [www.jcu.edu/su](http://www.jcu.edu/su).

## STUDENT ORGANIZATIONS

African-American Alliance  
Allies  
Alpha Epsilon Delta  
Alpha Kappa Psi  
Alpha Omega  
Alpha Psi Omega  
Alpha Sigma Nu  
American Chemical Society Student Affiliates  
American Marketing Association  
Anime Club  
Arrupe Scholars  
Beta Theta Pi Fraternity  
Autism Speaks U John Carroll University  
Biology Club  
Carroll Cinema Society  
Carroll Crazyies  
Carroll Quidditch Club  
Chi Omega Sorority  
Christian Life Communities  
College Democrats  
Commuter Student Association  
Crossfit Blue Streak  
Dance Ensemble  
Dance Team  
Delta Tau Delta Fraternity  
Economics Association  
Emergency Medical Services Association  
European Union Simulation  
Field Hockey Club  
Finance Association  
Gamma Phi Beta Sorority  
Habitat for Humanity  
Hillel  
Honors Student Association  
Ice Hockey  
Interfraternity Council  
Investment Club  
Italian Club  
Japan Society  
JCU Chess Club  
JCU History Union  
JCU Skiers & Boarders  
John Carroll Conservatives  
John Carroll Humans vs. Zombies  
John Carroll Television Organization  
JCU Tom's Club  
John Carroll English Club  
Kappa Alpha Theta Sorority  
Kappa Delta Sorority  
Kappa Kappa Gamma Sorority  
Knights of Columbus  
Labre Project  
Lacrosse (Men's)  
Lacrosse (Women's)  
Lambda Chi Alpha Fraternity  
Latin American Student Association  
Le Cercle Français  
Middle Eastern Student Association (MESA)  
Order of Omega  
Organization of Resident Assistants  
Panhellenic Association  
Pershing Rifles  
Phi Sigma Alpha  
Pre-Dental Society  
Pre-Law Society  
Pre-Pharmacy Club  
Psi Chi  
Public Relations Student Society of America  
Realizing Your Love for Cultures of the East  
Residence Hall Association  
Respect for Life  
Rhapsody Blue  
Rowing  
Rugby (Men's)  
Sailing Team  
Science Fiction & Fantasy Club  
Seed of Hope  
Sigma Phi Epsilon Fraternity  
Society for Human Resource Management  
Society for Physics Students  
Sports Medicine and Exercise Science Club  
STAND  
Streaks in Hockey  
Student Alumni Association  
Student Business Advisory Council  
Student Union  
Student Union Programming Board  
Students Empowering Women  
Students Today Leaders Forever  
Take Back the Night  
The Sweet Carrollines  
Ultimate Frisbee  
UNICEF Club  
Volleyball (Men's)  
Volleyball (Women's)

## 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 when classes are in session. Some of its traditional events include the annual Graffiti Party for first-year students, the Welcome Back Hypnotist, Oktoberfest, Cleveland Cavaliers games, Homecoming, Winter Formal, Spring Concert, Kindergarten night, Wing Night/Spa Night, and a regular comedian series. The board also sponsors regular coffeehouse programs in the Student Center Atrium. Other favorites include late-night events such as bingo, movies, and karaoke. More information can be found on the SUPB website at [www.jcu.edu/supb](http://www.jcu.edu/supb).

## Fraternity and Sorority Life

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. Formal recruitment occurs early in the fall semester. The Fraternity and Sorority Life website provides specific information regarding the community, including the recruitment process. The organizations are listed below.

Fraternities	Sororities
Beta Theta Pi (ΒΘΠ) Delta Tau Delta (ΔΤΔ) Lambda Chi Alpha (ΛΞΑ) Sigma Phi Epsilon (ΣΦΕ)	Chi Omega (ΧΩ) Gamma Phi Beta (ΓΦΒ) Kappa Alpha Theta (ΚΑΘ) Kappa Delta (ΚΔ) Kappa Kappa Gamma (ΚΚΓ)

## Publications

Student publications include *The Carroll News*, the student newspaper, and *The Carroll Review*, the literary magazine.

## 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.

## **WJCU-FM**

Students interested in electronic media have the opportunity to join the staff of noncommercial radio station WJCU, which broadcasts to greater Cleveland at 88.7 FM, as well as online at [www.wjcu.org](http://www.wjcu.org). The station offers an eclectic mixture of music, news, and information created by student and community programmers, as well as John Carroll sports broadcasts. Operated primarily by students, the station provides relevant training in broadcast and online media for all participants. Trainee sessions are held at the beginning of each semester and are open to all students regardless of major or program.

## **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. During the 2014-15 academic year alone, it was possible to hear, among many others, anthropologist Mei Zhan talking about Chinese traditional medicine; Michelle Jones, the Diplomat in Residence of the U.S. Department of State; Almudena Bernabeu, international attorney and investigator of human rights abuses; and Chuck Todd, moderator and managing editor of NBC's long-running "Meet the Press." In addition, the Cultural Awareness Series included speakers such as Cathy Bao Bean, a Chinese-American writer and educator; poet Yusef Komunyakaa; and Lani Guinier, an American lawyer, scholar, and civil rights activist.

## **Music: Choir, Band, Organ**

Vocal and instrumental experiences on campus provide a wealth of opportunities for musically-inclined students. The University offers student activities, organizations and variable-credit course options in both solo and ensemble music performance. These experiences include applied and class voice and guitar, as well as ensembles such as the *Schola Cantorum*, Chapel Ensemble, Jazz Band, and Pep Band.

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 organists of all abilities.

## **Athletics and Recreation**

John Carroll University traditionally stresses the importance of athletics as an integral part of the total development of students. With updated sports facilities, a strong, organized varsity athletic and club sports program, and multiple recreational

opportunities, 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 the means for students to develop mind, body, and spirit.

The University first participated in intercollegiate athletics in 1916 and was a member of the President's Athletic Conference from 1955 to 1989. In 1989, John Carroll rejoined the Ohio Athletic Conference (OAC), which it had left in 1949. Founded in 1902, the OAC is the third oldest conference in the United States.

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

The Department of Athletics and Recreation oversees nine club sport programs, which offer opportunities for students to compete against other colleges and universities. The organization, leadership, and success of each club sport are driven entirely by our exceptional students. Men's ice hockey, crew, women's volleyball, and men's rugby all have coaches, while ultimate Frisbee, women's basketball, sailing, field hockey, and men's volleyball are completely student-led.

The intramural program provides competitive opportunities for approximately 1,500 students. Offerings include flag football, racquetball, tennis, soccer, "Chicago-style" softball, volleyball, basketball, ultimate Frisbee, badminton, card tournaments, dodge ball, and floor hockey.

The Department of Recreation, Intramurals and Club Sports offers a wide variety of group fitness classes to students, faculty, and staff. Examples include toning, yoga, Pilates, cycling, Zumba, stretch & strengthen, and dance.

The campus athletic facilities include the Johnson Natatorium, which has a swimming pool, diving well, electronic timing system, and new scoreboard. The Tony DeCarlo Varsity Center was refurbished in 2002 and houses the varsity gym with a seating capacity of 1,300. The center also contains a renovated Meuse wrestling facility, equipment room, and full training and rehabilitation room, as well as offices for the Department of Athletics. The Recreation Center provides additional facilities: two all-purpose courts for basketball, volleyball, and tennis; three racquetball courts; an indoor banked jogging track; a fitness studio for group fitness and dance practices; and locker facilities.

Dedicated on February 23, 1991, the Ralph Vince Fitness Center rounds out the indoor recreational opportunities for students, staff, and faculty. Cybex, Precor, LifeFitness and free weight equipment offer state-of-the-art fitness and weight-training settings. Steppers, bikes, treadmills, and ellipticals offer a variety of opportunities for cardiovascular improvement.

The outdoor facilities consist of the Don Shula Stadium, Wasmer Field, Bracken Softball Field, Zajac track, Hamlin Quad, Schweikert Baseball Field, and tennis courts. The Don Shula Stadium, which opened in fall 2003, is home to the Blue Streak football, soccer, track and lacrosse teams. The stadium has a seating capacity of 6,000, and Wasmer Field had a major replacement of its surface in 2011 with Sport Ex turf. The project also involved a total reconstruction of the track substructure and Beynon full-pour surface system. Adjoining the stadium are three tennis courts, which are used for instructional and recreational play.

More information about athletics is available online at [www.jcusports.com](http://www.jcusports.com).

## AWARDS AND HONORS

The University encourages leadership, service, and civic engagement through the promotion of extracurricular activities in student organizations. Students may merit awards by participation in these activities. Significant among them 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 excelled in leadership, commitment to Christian values, academic achievement, and service to the University and/or greater community throughout his or her years at John Carroll. Campus Ministry organizes the nomination process and facilitates a committee that determines a final slate of candidates. Members of the graduating class cast votes to determine the winner. More information can be found at [www.jcu.edu/beaudry](http://www.jcu.edu/beaudry).

### **The Carroll News Person of the Year**

*The Carroll News* Person of the Year is chosen by the student editorial staff of *The Carroll News* for being the most influential figure on campus. That person is honored with a major article in the final issue of the spring semester as part of the newspaper's review of the year.

### **Leadership Legacy Award**

The Leadership Legacy Award is designed to recognize graduating seniors who, through their dedicated leadership and involvement, have made significant contributions to changing the campus culture in a positive way during their careers at John Carroll. These leaders have consistently and unselfishly given of themselves to enhance the spirit and community of John Carroll and improve the University.

### **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 Union Organization of the Year

This annual award is given by the Student Union to the outstanding student organizations that have distinguished themselves in each of the following categories:

- Overall Organization of the Year
- Academic Organization of the Year
- Cultural Organization of the Year
- Greek Organization of the Year
- Programming/Social Organization of the Year
- Service/Issue-Based Organization of the Year

The recipients are selected by the Student Organization Review Board of the Student Union.

## ACADEMIC AWARDS

The academic departments of the University offer a variety of awards and scholarships to students in recognition of their curricular achievements.

### Accountancy

Ciuni & Panichi Award; Cleveland Public Accounting Firms Awards; Cohen & Co. Award; Crowe Horwath Award; Deloitte Alumni Awards; Ernst & Young Awards; Grant Thornton Awards; Howard, Wershbaile and Company Award; Institute of Internal Auditors Award; Jarosz Family Foundation Award; KPMG LLP Awards; Lubrizol Corporation Awards; Maloney + Novotny Award; McGladrey Award; PricewaterhouseCoopers Awards; Robert T. Sullens Awards; Skoda, Minotti and Company Award; Walsh Awards for Service to the department.

### 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

Fenton D. Moore Award for Outstanding Biology Graduate for outstanding academic performance as reflected in grades, research activity, service, and demonstrated enthusiasm for the discipline; Biology Leadership Award for outstanding leadership through service to others; Outstanding Biology Scholar for outstanding research activity; Excellence in Biology Award for achieving a GPA of at least 3.85 in biology courses.



## **Boler School of Business**

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.

## **Chemistry**

Edmund B. Thomas Scholarship for the outstanding incoming freshman chemistry student; Lubrizol Award for distinctive achievement in chemistry; Hypercube Scholar award for outstanding student in Physical Chemistry; Undergraduate Award in Analytical Chemistry (American Chemical Society); Honor Awards for outstanding freshman and sophomore students; Rev. George J. Pickel, S.J., Senior Chemistry Award for outstanding scholarship, leadership, integrity, and commitment; American Institute of Chemists Award (senior) for scholastic achievement and leadership ability; Undergraduate Award in Biochemistry (senior).

## **Classical Languages**

Joseph A. Kiefer, S.J., Award for outstanding achievement in Latin or Greek by a graduating senior; Charles A. Castellano, S.J., Scholarship for a freshman who has taken at least three years of Latin at the secondary level and who intends to major in Classical Languages; the Boheslav and Draga Povsik Scholarship for undergraduate research in Classics.

## **Communication and Theatre Arts**

Awards: The Tim Russert Department of Communication and Theatre Arts Academic Excellence Award and Outstanding Senior Award; Dean's Cup and President's Cup award for proficiency in debate; Alpha Psi Omega Award for contributions to theatre, and the Russert Department Theatre Production Award; Lee Andrews Radio Broadcasting Award; Joan Louise Cunniff Award in Interpersonal Communication; Kathryn Dolan Award for Department Service. Scholarships: Austin Freely Scholarship in Debate; *Plain Dealer* Scholarship for significant contributions to collegiate journalism; John J. Reardon Theatre Scholarship; Patti Rosenfeld Scholarship for an outstanding senior; James T. Breslin Scholarship for video/film production; General Electric Public Relations Scholarship; Bobbi Bokman-Rogers Public Relations Scholarship; Joan Louise Cunniff Scholarship in Interpersonal Communications; Kathryn Dolan Scholarship of Department Service; Lawrence Druckenbrod Scholarship in Media Ethics; Alan R. Stephenson Scholarship for Excellence in Media; Fred McClure Scholarship for the most promising sophomore; Mary E. Beadle Scholarship in Communication.

**Tim Russert Fellowship:** The NBC/John Carroll University “Meet the Press” Fellowship, created to honor Tim Russert (JCU ’72), is awarded annually to a graduating senior from either The Tim Russert Department of Communication and Theatre Arts or the Department of Political Science at John Carroll University. The student spends nine months at NBC’s “Meet the Press” headquarters working on the production of a weekly program and conducting collaborative research under the direction of the executive producer. The candidate must have a strong interest in political journalism and demonstrated political journalism experience through internships, campus media, or other outlets. More information about the fellowship can be obtained by contacting the Office of the Provost and Academic Vice President.

### **East Asian Studies**

The Alexander C. Millar Scholarship for Study in Japan, established in 2011 by EAS alumnus Alexander Millar ’10, seeks to increase cultural exchange between Japan and American students by awarding money on a yearly basis to a student to study in Japan. Candidates are recommended through an application and interview selection process conducted by a faculty committee. Recipients are required to complete a project while in Japan and present the completed project upon return to an appropriate JCU forum. All candidates must also be judged eligible for receiving financial aid through the Office of Financial Aid. The Fr. Richard J. Schuchert, S.J., Memorial Prize in East Asian Studies is awarded annually to the John Carroll student who has completed at least two years of an East Asian language with a 3.0 GPA and best demonstrates a commitment to the understanding of East Asia through participation in East Asian activities. Secondary consideration is given to the student’s overall GPA and progress toward a minor or major in East Asian Studies. The prize consists of a cash award and certificate. The Fr. Schuchert Prize was established in memory of the late Fr. Richard J. Schuchert, S.J., a Toledo native who taught linguistics in the Department of English at John Carroll University from 1962 to 1979. Prior to coming to John Carroll, he spent twelve years in Japan as a teacher and missionary. He worked actively to help establish John Carroll University’s East Asian Studies Program.

### **Economics**

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 service to the department; Economics Achievement Award, given to the student who has the highest score on the economics comprehension exam; Economics Faculty Student Service Award, for service to the department; Joseph and Nina Bombelles Award for meritorious achievement and involvement in international, environmental, or global economic affairs.

## Education

Francis T. Huck Scholastic Achievement Award in Early, Middle Childhood, Adolescent and Young Adult/Multi-Age Education; J. Joseph Whelan Leadership in Service Award; Fr. Joseph P. Owens, S.J., Scholarship Award (junior status); Rev. Joseph O. Schell, S.J., Ignatian Award for math and/or science (rising senior status); Golden Apple Awards for academic excellence in Early Childhood, Middle Childhood, Adolescent and Young Adult/Multi-Age.

## English

Richard Clancey Outstanding Senior English Major Award; David La Guardia Fiction Award; Joseph Cotter Poetry Award; Francis Smith Senior Essay Award. For rising seniors: Joseph T. Cotter Memorial Scholarship. For rising junior women (two years' support): Terri Ann Goodman Memorial Scholarship.

## Finance

David M. Benacci Award for promising investment managers; 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.

## History

Scholastic Achievement Award to the outstanding graduating major; Fr. Howard T. Kerner, S.J., Scholarship Award; Research in Women's History Award.

## Management, Marketing, and Logistics

Outstanding Management Student Award; Outstanding Marketing Student Award; Outstanding Business Logistics Student Award; Outstanding Human Resource Management Student Award. For rising senior management majors: Plain Dealer Scholarship. For rising senior management and marketing majors: George A. Merritt Scholarship. For rising senior marketing majors: American's Body Company Hustle and Harmony Scholarship. For rising senior logistics majors: Joseph and Elizabeth Feeley Scholarship. For rising senior management, marketing, logistics and human resource management majors: Arthur J. Noetzel Scholarship.

## 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; Award for Outstanding Undergraduate Research; Frank and Frances Guinta Scholarship for mathematics or computer science majors.

## **Military Science**

The Department of the Army Superior Cadet Award for the outstanding cadet in each class; Association of the U.S. Army (AUSA) Award for excellence in Military History; Reserve Officers' Association Award for outstanding qualities of leadership; American Legion Awards for scholastic and military excellence; American Veterans (AMVETS) Award for demonstrated willingness to serve the nation; National Sojourners Award for demonstrated potential for outstanding leadership; Sons of the American Revolution Award for a first-year cadet with a high degree of merit; Military Order of World Wars (MOWW) Awards for cadets who excel in military and scholastic aptitude; Daughters of the American Revolution Award for demonstrated qualities of loyalty and patriotism; Daughters of the Founders and Patriots of America Award for high accomplishment in military history and leadership potential; Military Officers Association of America (MOAA) Award for a junior cadet with exceptional potential for military leadership; 82<sup>nd</sup> Airborne Association Award for an airborne-qualified cadet with demonstrated leadership potential and academic excellence; George C. Marshall ROTC Award for the most outstanding senior cadet.

## **Modern Languages**

Scholastic Achievement Awards in the elementary, intermediate, and upper-division categories: Lucien A. Aubé Award for outstanding achievement in French by a graduating senior; J. W. von Goethe Award for outstanding achievement in German by a graduating senior; René Fabien Scholarship for German majors or minors, French majors, or Spanish majors for financing study abroad; Robert Corrigan Award for outstanding achievement in Spanish by a graduating senior; Julie Zajac Memorial Scholarship for outstanding female senior in French. 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 to a graduating senior who has excelled in philosophy and will pursue graduate study in philosophy; the Casey Bukala, S.J., award to a graduating senior who has excelled in philosophy.

## Physics

Lawrence J. Monville, S.J., Award to outstanding graduating majors; Joseph L. Hunter Award for outstanding scholarship by a major; Xavier-Nichols Scholarship for outstanding scholarship by a female major; Lawrence J. Monville, S.J., Scholarship for exceptional physics students; Edward T. Hodous, S.J., Physics Scholarship for exceptional physics students.

## Political Science

The Kathleen L. Barber Scholastic Achievement Award is given annually to senior political science majors who have demonstrated outstanding academic achievement in the discipline of political science. This award honors those seniors whose work reflects scholastic excellence, and whose scholastic achievements are complemented by a noteworthy commitment to service and initiatives connecting classroom experience to the local community and the world. The John V. Czerapowicz International Relations Award is given to a graduating senior who has achieved academic excellence in the study of international relations and participated in activities related to foreign affairs. The Department of Political Science Exemplary Service Award is given to a graduating senior whose service and academic scholarship testify to the ideals embodied in the mission of John Carroll University.

The NBC/John Carroll University “Meet the Press” Fellowship, created to honor Tim Russert (JCU ’72), is awarded annually to a graduating senior from either The Tim Russert Department of Communication and Theatre Arts or the Department of Political Science at John Carroll University. The student spends nine months at NBC’s “Meet the Press” headquarters working on the production of a weekly program and conducting collaborative research under the direction of the executive producer. The candidate must have a strong interest in political journalism and demonstrated political journalism experience through internships, campus media, or other outlets. More information about the fellowship can be obtained by contacting the Department of Political Science.

## Pre-Health Professions Program

Terence H. Ahearn, S.J., Award to the outstanding graduating pre-health professions student; Terence H. Ahearn, S.J., Merit awards to up to four pre-health professions students of distinction based on their service, participation in activities of the pre-health professions program, or other related commitments.

## Psychological Science

Nicholas DiCaprio Distinguished Graduate in Psychology Award, for the major(s) who exhibit overall excellence, demonstrate significant achievement in research and/or practicum activities, and attain an overall and major GPA of at least 3.5 as well as a high score on the MFAT; Psychology Scholastic Achievement Award, for the student(s) attaining the highest major GPA, with strong consideration

given to overall GPA; Research Recognition Award, for students involved in psychological research in substantial ways either in collaboration with faculty and/or independently; Service Recognition Award, for majors who render substantial service to the psychology department, the University, and/or the community at large; Applied Psychology Award, for substantial contributions to special practicum projects as part of practicum training in general or to the various psychology concentrations in the department.

## **Sociology and Criminology**

Robert B. Carver Outstanding Senior Achievement Award; Outstanding Junior Award; John R. Carpenter Award for outstanding academic and intern 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, health, and social justice; Timothy J. Fenske Award for greatest undergraduate academic improvement. Outstanding students are also inducted into the Tau Chapter of the national sociology honorary society Alpha Kappa Delta and nominated for the American Sociological Association honors program.



# Student Services

## CAMPUS MINISTRY

The Department of Campus Ministry encourages the students, faculty, staff, and administrators of John Carroll to integrate personal faith into the academic and social environment of the University. We value the University's commitment to academic pursuits and welcome the opportunities we have to bring a Catholic and Ignatian faith perspective to bear on issues and trends that may surface in various disciplines. We have identified the following statements as our purpose:

- We embrace the Jesuit, Catholic intellectual tradition as an indispensable partner in the search for truth and wisdom.
- We promote the service of faith and the promotion of justice through education, advocacy, service, and reflection.
- We foster the development of whole persons who are servant leaders in their local, global, and faith communities.
- We provide an open, caring, hospitable, and collaborative atmosphere that supports the mission of the University.
- We establish a sense of community through vibrant worship, retreats, and small faith communities, with Eucharist as the primary spiritual experience.
- We advocate for a community comprised of a diversity of faith and spiritual perspectives that seeks both wisdom and a fuller spiritual life.

Faith and justice are at the heart of the programs, liturgies, retreats, immersions, and social justice opportunities that Campus Ministry promotes. Students are encouraged to explore, deepen, and celebrate their faith, be they Catholic, non-Catholic, Christian, Muslim, Jew, or unaffiliated.

Campus Ministry organizes immersion experiences for the University community. These experiences offer students the opportunity to travel with faculty, staff, and administrators to rural, urban, domestic, and international destinations, where we serve others, experience their cultures, and build lasting friendships. Recent trips include Nicaragua, Ecuador, Guatemala, El Salvador, Honduras, Nepal, Appalachia, New Orleans, Louisville, and Immokalee, Florida.

Our retreat programs offer students the opportunity to pray, play, and reflect in an environment away from the busyness of campus culture. Many of the retreat programs are rooted in Ignatian spirituality, including the First-Year Retreat, Manresa Retreat, Leadership Retreat, and the 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, our Carroll Faith Communities (small faith-sharing groups) offer students an ongoing way to

integrate faith into 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, Parent and Family 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 of the academic year. Hundreds of students provide liturgical leadership by serving as liturgy committee members, lectors, Eucharistic ministers, hospitality ministers, Mass coordinators (sacristans), cantors, choir members, and musicians.

Currently, part-time members of the Campus Ministry staff live in the residence halls, where they serve as Resident Ministers.

## **CENTER FOR CAREER SERVICES**

The Center for Career Services offers a broad range of services to all students regardless of class year or major as they address basic career development questions: Who am I and what am I passionate about? Where am I needed in the world? How do I get there? Clear decision-making is essential to creating and implementing a successful career plan. Students may schedule individual appointments to assess their values, interests, personality, and abilities as related to majors and careers; strategize a job/internship/graduate program search; and receive feedback on related documents.

Additional services include Career Education courses, including academic internships; online resources, including Career Connection; and programming, such as the annual Career Fair and other networking and informational events.

### **Career Education Courses**

The Center offers several one-credit academic courses, in addition to the academic internship (see below). Some are targeted to students at different points of career development. Exploring Your Options (CE 111) focuses on choosing a major/career, conducting self-assessment, and exploring academic options. Introduction to Careers (CE 101) provides information about occupational paths, preparation of resumes, and strategies for conducting a job/internship search. CE 121 and 122 offer insights into the options available to students in specific majors (Accountancy and Psychology). Introduction to the World of Work (CE 131) prepares juniors and seniors for the transition from college to career after graduation, exploring the philosophy of work and job search strategies, negotiating job offers, and more.

### **The Academic Internship Courses**

The Academic Internship Program offers students the opportunity to integrate classroom learning with “real world” experience through 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 their network of contacts, and develop core competencies required for their preferred career field.

Internships may be paid or unpaid and are eligible for credit or non-credit transcript notation. Work assignments relate to students' career interests and majors and allow them to advance in terms of level of responsibility and required competencies as they mature and progress through the curriculum. In order to receive credit, students must register for these classes in person at the Career Center and should consult the website for requirements and appropriate paperwork.

### **Career Connection**

Career Connection is John Carroll University's complete online career resource for job postings, event listings, and on-campus interview registration. Highlights include the following:

- All jobs—including part-time, full-time and internship opportunities—are entered by the employers themselves, looking specifically for our students and alumni.
- Students of all majors may participate in the on-campus recruiting program (see our website for specific requirements). Interviews take place in the Career Center during fall and spring semesters and are available for both full-time entry-level positions and internships.
- All events sponsored by the Career Center, as well as local and other national career development and networking events, are posted in Career Connection.

### **John Carroll University Carroll Contacts**

This network of alumni, parents, recruiters, faculty, staff, and friends of the University is available as a group on [www.linkedin.com](http://www.linkedin.com). Students are encouraged to create a professional profile using the resources of the Center for Career Services, to participate and initiate discussions, and to begin to build their own professional network of contacts.

### **Career Center Website**

For more detailed information on services and links to other online resources, please visit the Career Center's website at [www.jcu.edu/careercenter](http://www.jcu.edu/careercenter). Also available on the website is the annual Outcomes Survey, which reports on the employment, graduate studies, and service commitments of the most recent graduating classes.

## **THE CENTER FOR DIGITAL MEDIA**

Located in Grasselli Library, the Center for Digital Media (CDM) is a collaborative mission of Information Technology Services and the Library. The goal of the CDM is to provide faculty and students with the resources to create sophisticated presentations, videos, graphics, and other forms of multimedia that can enhance teaching, learning, research, and creativity at John Carroll. The center, located on

the main floor of Grasselli Library, provides the University community with three primary resources: (1) a fully-equipped and supported multimedia lab open to faculty, staff, and students; (2) a production lab with associated services for faculty; and (3) an ongoing technology training and professional development program. The CDM maintains a collection of cameras and other equipment that students and faculty can borrow on a short-term basis through the library circulation desk.

## **CENTER FOR STUDENT DIVERSITY AND INCLUSION**

Guided by John Carroll University's mission, vision, and core values, the Center for Student Diversity and Inclusion develops programs to educate the entire campus community on issues of diversity, inclusion, and multiculturalism. At the same time, it provides services and support for students from historically underrepresented populations. The Center nurtures a sense of belonging for students from diverse backgrounds. It also encourages them to participate actively in their curricular and co-curricular learning, including campus and community organizations, leadership opportunities, and intercultural experiences. In collaboration with other University departments, the Center coordinates programs and services that foster an inclusive campus environment, promotes a welcoming and just University community, and encourages and values the contributions and perspectives of all students.

The goals of the Center for Student Diversity and Inclusion are as follows:

- To provide campus-wide programs that further all students' development of cultural competence and respect for diversity and social justice.
- To develop, implement, and evaluate programs and services that support historically underrepresented students in their personal development and transition throughout their John Carroll University experiences.
- To provide leadership opportunities for underrepresented students that focus on engagement in campus and community organizations.
- To identify, examine, and recommend organizational changes that remove barriers to inclusion and promote student success.

## **GRASSELLI LIBRARY AND BREEN LEARNING CENTER**

Originally dedicated in 1961, Grasselli Library doubled its physical capacity in 1995 with the opening of the Breen Learning Center wing. The library offers private and group study spaces, with both quiet and more collaborative study space, a coffee bar and lounge, and an open-air reading garden. A 44-seat computer commons is adjacent to the reference area, as is the Center for Digital Media (CDM). The library has a laptop-lending program for student use on the premises. CDM equipment, including camera and video, are also available for loan.

The ground floor of the library houses the Learning Commons, a center for enrichment that includes peer tutors for a variety of courses and a Writing Center annex, adjacent to the coffee bar. Additionally, the faculty librarians at Grasselli are available for student consultations and work closely with faculty to help students utilize and evaluate information resources efficiently and effectively.

While the library has more than 775,000 books, periodicals, and media materials in its physical space, it also has substantial subscriptions to electronic journals, books and streaming media, as well as access to the collections of 87 other colleges and universities through participation in the OhioLINK consortium. Resources not available at Grasselli or through OhioLINK can be borrowed through interlibrary loan.

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 at <http://library.jcu.edu>.

## INFORMATION TECHNOLOGY SERVICES

The Information Technology Services (ITS) department provides a wide variety of information technologies across the campus, including multimedia classrooms in support of teaching and learning; administrative electronic information systems; high-performance networks (including ubiquitous wireless) for computer, voice, and video communication; a widely distributed array of application/file servers; and support for desktop/laptop computers. The department maintains electronic classrooms and computers labs equipped with desktop computers and a variety of multimedia presentation facilities; it also provides technology help-line and personal assistance to students, faculty, and staff. In addition, the Center for Digital Media (CDM) (see page 56) has advanced computer systems and staff support to assist faculty in employing the most up-to-date learning technologies in their curricula and students with the incorporation and use of technology in their course work and projects.

Throughout the campus, there are more than 100 classrooms and labs equipped for advanced electronic multimedia presentation. More than 75 of these include an instructor lectern with an integrated touch-screen control station, multimedia computer, DVD, and document camera. A number of classrooms have computers for every student. Most are Virtual Computers which allow students to load different computer images to better meet their instructional needs. These classrooms and labs include specialized software packages selected by professors as supplements to classroom instruction. All sites are connected via local networks to the campus-wide fiber optic 10 Gigabit Ethernet network. Furthermore, the campus network and the Internet are accessible from anywhere on the campus—including all outside spaces—through a comprehensive wireless network. The Banner administrative information system provides students and faculty with many web-accessible records and services.

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## OFFICE OF THE REGISTRAR

The Office of the Registrar is responsible for facilitating the registration process and for maintaining and preserving all University academic records. Additionally, the Office of the Registrar protects the rights of students under the Family Educational Rights and Privacy Act (FERPA).

**Registration:** Students register themselves for courses using BannerWeb. In general, registration occurs in November for the upcoming spring semester, in March for the upcoming summer semester, and in April for the upcoming fall semester. Changes in registration (e.g., adding/dropping a course, withdrawing from a course) can be processed in person with an Enrollment Services counselor in Rodman Hall, Room 205-206. For further information about registration, see page 103 of this *Bulletin*.

**Transcripts:** Students may request official transcripts by one of the following methods: 1) online via BannerWeb or <http://jcu.edu/registrar/transcripts> with a credit card; 2) by mail with a downloaded and signed request form (available at <http://jcu.edu/registrar/transcripts>) sent to the Office of the Registrar with cash or check; or 3) in person with cash or a check. To protect students and alumni, no telephone requests for transcripts will be honored. Transcripts are issued only at the request of the student. Please allow two weeks for the processing of all transcript requests. A fee of \$5 is required for each transcript requested. Transcripts are released only when all outstanding balances have been paid.

**Access to grades:** Each student has access to his/her own academic record and grades, on a read-only basis, via BannerWeb.

For additional services, see our website: <http://www.jcu.edu/registrar/>.

### 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 education 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) the student wishes 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 or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to amend such a record should write to the University official responsible for the record, clearly identify the part of the record s/he wants changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested, the University will notify the student of the decision in writing 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 request, will inform students of the date, place, and time of the hearing. The academic vice president, the vice president for Student Affairs, and the academic dean of the student's college or school will constitute the hearing panels for challenges to the content of education records. Upon denial and subsequent appeal, if the University still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

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 responsibilities for the University. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The University may also disclose student information without consent during audits/evaluations, in connection with financial aid, during certain studies, to accrediting organizations, to comply with a judicial order, and during health and safety emergencies. The University may disclose student information to a student's parent during health and safety emergencies, or when that student is a financial dependent of the parent, or when the student is under age 21 and has violated Federal, State, or local law, or any rule or policy of the University governing the use or possession of alcohol or a controlled substance.

4. 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, photograph, major fields 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.

5. The right to annual notification. The University must notify students annually of their rights under FERPA. The actual means of notification is left to the discretion of the University.
6. 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.

Students may file complaints with The Family Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-5901.

## UNIVERSITY POLICE (JCUPD)

JCUPD is recognized as a police department under the Ohio Revised Code (ORC 1713.50), giving officers the same legal authority as municipal police officers. Campus police officers work to provide a safe and secure environment for all members of the John Carroll community by offering coverage 24 hours a day, 365 days a year. The JCUPD office is located in Room 14 on the lower level of the D. J. Lombardo Student Center. The dispatch center, located in the Belvoir parking lot, is staffed around the clock every day of the year. JCUPD can be reached by calling x1234 from any campus phone, or off campus at 216-397-1234. Courtesy phones are located inside buildings throughout campus. The JCUPD website is: <http://sites.jcu.edu/css/>.

### Police Services:

- Responding to criminal, medical, fire, and other emergencies and alarms.
- Reporting and investigating criminal and student conduct violations.
- Responding to calls for service.
- Proactively patrolling the campus buildings, parking lots and grounds.
- Liaising with local public safety agencies.
- Performing campus safety escorts.
- Providing information and assistance to students, parents, staff and visitors.
- Providing planning and support for campus events.
- Providing crime awareness and prevention programs.

### **Parking Services:**

The Parking Office coordinates all campus parking functions, including:

- Information, assistance and direction to anyone parking on campus.
- Issuing parking permits to students, faculty, staff, and visitors.
- Enforcing parking rules and regulations.
- Coordinating parking services for campus events.

### **Dispatch Operations:**

The campus dispatch operations are coordinated and staffed by JCUPD personnel. The dispatch center operates around the clock. The dispatch center is located in the Belvoir parking lot gatehouse. Dispatch duties include:

- Receiving and dispatching calls for JCUPD.
- Monitoring and dispatching campus fire alarms.
- Monitoring and dispatching campus security alarms.
- Monitoring facility systems after-hours.
- Dispatching shuttle buses.
- Assisting with parking, special events and general information.
- Controlling access to the campus.

### **Transportation Services:**

During the academic year, JCUPD operates 2 shuttle buses which transport students between the main campus and the Green Road Annex building and parking lot, the Greater Cleveland Rapid Transit station, and area retail stores upon request. The hours of the shuttle service are:

- Monday through Thursday, 7:15 a.m.-12:30 a.m.
- Friday, 7:15 a.m.-8:00 p.m.
- Sunday, 5:00 p.m.-12:30 a.m.

### **Administrative Services:**

JCUPD provides other services to the campus community, including:

- Supervising the student EMS.
- Developing and exercising the University Emergency Management Plan.
- Operating the University Lost and Found.
- Fingerprinting services for student internship, service, and licensure.
- Providing crime awareness and prevention programs.
- Providing campus event planning and support.

## SERVICES FOR STUDENTS WITH DISABILITIES

John Carroll University is committed to ensuring equal access and reasonable accommodations for students with disabilities. The Office of Services for Students with Disabilities (SSD) provides assistance to students with documented disabilities and serves as the primary resource for all student issues related to disabilities. SSD collaborates with students and University personnel to provide reasonable accommodations, auxiliary aids, and support services.

Students must provide documentation of their disability to SSD and have an intake meeting with the director before they can receive services. It is recommended that enrolled students register with the SSD office as early as possible since accommodations are not retroactive. Please contact the director at (216) 397-4967 with any questions or requests for more information.

The University's "Policy on Disability-Related Grievances" appears on pages 489-490.

## STUDENT HEALTH AND WELLNESS CENTER

The Student Health and Wellness Center is an outpatient facility for students. Located on the lower level of Murphy Hall, it provides health care during posted hours five 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 x-ray and laboratory tests and for the service of the attending physician. They receive over-the-counter medications free of charge.

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

## UNIVERSITY COUNSELING CENTER

The University Counseling Center provides confidential counseling support for undergraduate and graduate students. Students can talk privately with a trained professional about any personal or academic concerns, such as relationship conflicts, anxiety, depression, family problems, or difficulty adjusting to the demands of college. Services include short-term individual counseling, self-help resources, referrals to community services, and educational programs. The center also provides consultation services for faculty, staff, or students who have concerns about another student and are seeking guidance. Office hours are Monday through Friday, from 9:00 a.m. to 5:00 p.m. Students may schedule an appointment by calling 216-397-4283.



# Liberal Education at John Carroll University

A liberal education consists of two parts: studies in a core curriculum and study in a major field. The liberal arts deal with the creative, social, and scientific developments of past and present cultures, as well as their ideals and human values. These studies impart an appreciation for complexity and the ability to think critically, to solve and resolve problems, to write and speak with precision and clarity, and to use information ethically.

John Carroll's Integrative Core Curriculum is informed by the principles that issue from the University's mission as a Catholic and Jesuit institution of higher learning. Accordingly, this integrative curriculum emphasizes the development of whole 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 and religious traditions as well as those of others. Finally, it highlights intellectual, moral and spiritual principles, and the responsible social actions that flow from them.

The second part of their liberal education has students concentrating study in a major field. The core curriculum 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 Integrative Core Curriculum

*Note: Students who begin at John Carroll in Fall 2015 with 25 or fewer hours will follow the requirements for the new Integrative Core Curriculum. If, in Fall 2015, a student transfers to John Carroll with 25 or more credit hours, s/he will follow the previous core curriculum. (A description of the previous Core Curriculum appears as an appendix in this Bulletin.) Subsequently, students transferring to John Carroll in Fall 2016 with 55 or more transferable credit hours will follow the previous core curriculum. However, these transfer students have the option of petitioning to follow the requirements of the Integrative Core Curriculum.*

John Carroll University's Integrative Core Curriculum provides the foundation and the structure upon which all students build the major focus of their university studies. This curriculum is designed with the understanding that a 21<sup>st</sup>-century liberal education must provide students:

- The capacity to deal with complexity, diversity, and change.
- A broad knowledge of the wider world through the study of science, society, and culture.

- Strong and transferable intellectual and practical skills, including communication, evidence-based reasoning, and problem solving (using multiple disciplinary perspectives).
- The ability to apply knowledge and skills in real-world settings.
- An understanding of social responsibility.

The courses that make up the core curriculum are informed by nine academic learning goals, which are rooted in the fundamental Jesuit heritage of the University and the particular history of John Carroll. These learning goals are value statements about what the University deems essential for each student's educational experience. They highlight key aspirations that the John Carroll faculty and administration have for our students. We expect that graduates of John Carroll University will be able to:

1. Demonstrate an integrative knowledge of the human and natural world.
2. Develop habits of critical analysis and aesthetic appreciation.
3. Apply creative and innovative thinking.
4. Communicate skillfully in multiple forms of expression.
5. Act competently in a global and diverse world.
6. Understand and promote social justice.
7. Apply a framework for examining ethical dilemmas.
8. Employ leadership and collaborative skills.
9. Understand the religious dimensions of human experience.

The Integrative Core Curriculum ensures that these nine academic learning goals are met—not superficially, but in multiple places and times throughout the student's undergraduate years so that the skills, knowledge, competencies, and values they seek to instill are re-iterated, deepened, and actualized.

The principles underlying the Integrative Core Curriculum are the following:

- The curriculum highlights foundational competencies in writing, oral expression, quantitative analysis, and technological/information literacy; and it ensures that these competencies are re-iterated and refined in subsequent courses both in the Core and in major requirements.
- The curriculum includes integrated course work that combines more than one content area and requires students to hone critical thinking and problem-solving skills across disciplines. Integrated courses—on issues significant to the global community, the natural world, and human experience—create communities of shared inquiry and foreground the responsibility our students have as global citizens, entrusted stewards of the earth, and creators of just societies. The integrated course work prepares students to act as leaders in a world of increasing complexity, greater collaboration and interdependency, and intra-professionalism.

- The curriculum develops students' intercultural competence through its focus on global studies and on languages: students demonstrate competency in a language other than English. The curriculum also emphasizes human diversity with courses devoted to issues in social justice.
- The curriculum underscores essential principles of Ignatian pedagogy by valuing the rich history of Jesuit education with its emphasis on currency, relevance, communication skills, care for the learning of each student, discernment, and justice. The curriculum also highlights disciplines traditionally part of the Jesuit heritage in higher education with courses in philosophy, theology and religious studies, and the creative and performing arts. Courses on issues in social justice also consider important questions about justice, diversity, and ethics.

John Carroll's Integrative Core Curriculum asks students to be engaged learners who bring new knowledge into being through their study and collaboration and who do so with the realization that all knowledge has the capacity to raise ethical questions, and that the questions they raise and answer are meaningful and liberating.

## THE INTEGRATIVE CORE CURRICULUM

### Course Requirements

#### **FOUNDATIONAL COMPETENCIES (9-12 credits)**

Written Expression: 1 or 2 courses, 3-6 cr., depending on placement

Oral Expression: 1 course, 3 cr.

Quantitative Analysis: 1 course, 3 cr.

#### **LANGUAGE (0-9 credits, depending on placement)**

Students must complete the 201 level or equivalent in the language they continue from high school; those who place above this level (201) are exempt from the requirement. Students must complete a two-course sequence (101-102) if they begin a new language at John Carroll.

#### **INTEGRATED COURSES (15 credits)**

Engaging the Global Community: 1 course, 3 cr.

Exploring the Natural World: 2 linked courses, 6 cr.

Examining Human Experience: 2 linked courses, 6 cr.

- *Foundational writing (EN 125 or EN 120/121) is a prerequisite for all integrated courses; foundational quantitative analysis is a prerequisite for Exploring the Natural World courses.*
- *In addition to these requirements, within the five integrated courses students must include one science course (BL, CH, MT/CS, PH/EP, PS), one social science course (EC, PO, SC), and one humanities course (AH, CMLC/CL/IC, CO, EN, HS).*

**JESUIT HERITAGE (16 credits)**

Philosophy: 2 courses, 6 cr.

Theology & Religious Studies: 2 courses, 6 cr.

Issues in Social Justice: 1 course, 3 cr.

Creative and Performing Arts: 1 course, 1 or more cr.

**CORE REQUIREMENTS IN THE MAJOR**

Additional writing course

Additional presentation component

Capstone experience

**FOUNDATIONAL COMPETENCIES**

The Integrative Core Curriculum highlights four areas of foundational competencies: written expression, oral expression, quantitative analysis and technological/informational literacy. In most cases, students will be introduced to these competencies during their first year at John Carroll. The skills learned in these courses are re-iterated throughout the entire curriculum, and students receive additional training in writing and oral communication, specifically, in their majors. Technological and information literacy is embedded in the writing, speech, and quantitative analysis courses. All courses in the foundational competencies include discussion of ethical argument and ethical use of data.

**Written Expression**

In foundational writing courses, students gain knowledge of the expectations of academic writing, including the discovery and revision components of the writing process, and other principles of coherent and persuasive writing. These courses focus on the development of fundamental writing skills not tied to any particular discipline.

**Requirement:** Depending on placement, students take either one or two courses in foundational writing, **EN 125 (Seminar on Academic Writing)** or **EN 120 and EN 121 (Developmental Writing I and II)**. The level of placement is determined on the basis of individual needs as indicated by test scores submitted at the time of admission and by high school GPA. See page 227 (English) for more details.

Students must earn at least a C- in their foundational writing course (either EN 125 or EN 121, which concludes the development writing sequence) in order to fulfill the Core requirement for written expression. Students who earn a grade below C- in these courses will be required to re-take the course.

Students in the Honors program can fulfill their Core written expression requirement by successfully completing (with a C- or above) HP 101, the Honors Colloquium.

Competence in written expression is further developed through writing required in all integrated courses and in one writing-intensive course in the major.

## Oral Expression

Students are expected to become competent in the effective oral presentation of ideas in informative, argumentative, and persuasive situations and to use appropriate technology. Based on communication theory, competence in oral expression includes the study of audience analysis and adaptation, critical listening, and research. This competency is introduced in a foundational course in oral expression that focuses on general speaking skills not tied to any particular discipline.

**Requirement:** Students take **CO 125, Speech Communication** to fulfill their foundational oral expression requirement.

Students further develop competence in oral expression in a presentation component incorporated in their major course work.

## Quantitative Analysis (QA)

Students are expected to demonstrate competence in quantitative analysis, that is, the ability to apply mathematical and logical tools to solve real-world problems. A course in quantitative analysis asks students to interpret and reason with numeric data within a particular, authentic context. Such a course demands more than routine calculation; rather, students in a quantitative analysis course develop sufficient analytical skills to find and pose precise questions that can be appropriately analyzed by quantitative methods, draw inferences from data, represent data, think critically about quantitative statements, and recognize sources of error. Because quantitative analysis is closely tied to a context, QA courses are offered in several academic departments.

**Requirements:** Students take one foundational QA course to fulfill their Core requirement. Students receive additional QA training in integrated courses on Exploring the Natural World.

## LANGUAGE

Language study promotes students' development as more competent global citizens. Language courses put students in direct interaction with authentic cultural materials created in other languages and increase their capacity to understand the perspective of other people and cultures. When students communicate in another language, even at a basic level, they experience new modes of speaking and new modes of listening and interpreting the expressions of others. Language study has always been part of Jesuit education, but now, at the beginning of the 21<sup>st</sup> century, increased global connectedness makes it all the more important that our students have experience communicating in languages other than English.

Courses in language study actively involve the four skills of language learning: speaking, listening, reading, and writing. Courses also introduce students to cultural materials relevant to the area of language study.

**Requirements:** Students must complete the 201 level or equivalent (beginning intermediate level) if they continue with the same language that they studied in high school; those who place above this level (201), as determined by a proctored placement test given on campus, are exempt from the Core language requirement. If students choose to start a new language rather than continue with their previously studied language, they must complete a two-course sequence (101-102). Language courses are offered by the Department of Classical and Modern Languages and Cultures (CMLC).

## INTEGRATED COURSES

The major challenges faced by societies have always been complex and are becoming even more so. In order to appreciate these complexities and to work toward just solutions, John Carroll students need the ability to integrate knowledge from more than one perspective or discipline. Thus, part of the responsibility of a liberal arts core curriculum is to assist students in gaining that competency through exposure to interdisciplinary and integrated models of learning. This competency will help them better understand past and present while preparing for the future.

Because all integrated courses have a writing component that builds on the skills students learn in their foundational writing course(s), foundational writing (EN 125 or EN 120/121) is a prerequisite for all integrated courses. In addition, Exploring the Natural World courses include a quantitative analysis component that builds on the skills students learn in the foundational QA courses, and therefore foundational QA is a prerequisite for Exploring the Natural World courses.

To ensure that students are introduced to the broad range of disciplines that make up a liberal arts education, within the five integrated courses students must include one science course (BL, CH, MT/CS, PH/EP, PS), one social science course (EC, PO, SC), and one humanities course (AH, CMLC/CL/IC, CO, EN, HS).

### *Engaging the Global Community (EGC)*

The global interconnectedness of the 21<sup>st</sup> century requires a curricular component in which students engage with diverse cultural perspectives and develop a sense of global responsibility. Global interdependence brings about new widely-shared meanings, values, and understandings of the natural and social worlds. An emphasis on global learning recognizes that every person occupies simultaneously a range of positions between the local and global and that changes in one part of the system will result in changes in other parts. Because issues of global impact likewise cross disciplinary and national boundaries, EGC courses are interdisciplinary: they are either team-taught by professors from different disciplines or taught by a single professor who is part of an interdisciplinary learning community.

**Requirement:** Students take one EGC course.

### *Exploring the Natural World (ENW)*

It is essential for our students to gain a better understanding of how science impacts everyday life and to bring a scientific knowledge and approach to bear on issues that cross disciplinary boundaries. A pair of linked courses promotes an understanding of these complex issues by offering depth of study with intentional connections to other disciplines.

**Requirement:** Student take two linked ENW courses, which are co-requisites, in the same semester.

### *Examining Human Experience (EHE)*

When studying human experience, students focus on connections between people as individuals and social beings and how the human experience is represented. Students gain an understanding of the speculative, critical, analytic, and imaginative aspects of human inquiry. These courses invite students to be reflective, especially self-reflective, as they approach questions both timeless and immediate, understanding that shared conclusions may not always be possible. In encountering other viewpoints, these courses pose questions about the desires and responsibilities of the self and others. Whether the text of human interaction is a memoir, a poem, or a historical document, students will explore how representation affects an understanding of past, present, or timeless questions.

**Requirement:** Students take two linked EHE courses, which are co-requisites, in the same semester.

*Note on linked courses: Students must sign up for both courses. They may not drop a class without permission of the instructors. If they must drop one class, they may continue in the other class, but they will need to complete another set of linked courses in that category to fulfill the Core requirement.*

## **JESUIT HERITAGE**

As a Jesuit university, John Carroll values the essential principles of Ignatian pedagogy. While the entire Core Curriculum addresses elements of Ignatian teaching, this component of the curriculum underscores fields of study traditionally part of the Jesuit heritage in higher education: philosophy, theology and religious studies, issues in social justice, and the creative and performing arts.

### *Philosophy (PL)*

Philosophy provides students the opportunity to reflect on the most fundamental questions of our lives that often go unexamined. Courses in philosophy acquaint students with the intellectual and moral traditions of world civilizations and aim to develop the critical thinking skills necessary to question assumptions, to weigh propositions fundamental to personal responsibility, and to consider the ethical implications of their decisions. An understanding of philosophy is one of the hallmarks of Jesuit education.

**Requirement:** Students take two courses in Philosophy to complete their Core requirement. One course must be from the **Knowledge & Reality** category, and one course must be from the **Values & Society** category. Taking a course from each of these categories ensures that students experience a broad range of areas, major themes, and problems within philosophy. Knowledge & Reality courses explore fundamental questions of nature, existence, and understanding. Values & Society courses explore fundamental questions of humans' relationship to one another and to the world; and these courses also focus specifically on questions of ethics.

Courses in each category are at the 200 and 300 level; the courses have no prerequisites, and students are not required to take a 200-level course before a 300-level course.

### *Theology & Religious Studies (TRS)*

Courses in Theology and Religious Studies provide students with the knowledge and skills necessary for the analysis of religion; for investigation of the historical development and contemporary practice of particular religious traditions; for critical reflection on personal faith as well as sympathetic appreciation of the beliefs of others; and for resources to understand and respond to the religious forces that shape our society and world. Because of the University's commitment to its Catholic and Jesuit heritage, particular attention is paid to the Roman Catholic tradition.

**Requirement:** Students take two courses in Theology and Religious Studies to complete their Core requirement: **TRS 101** (which is a prerequisite for all other TRS courses) and **one additional TRS course** at the 200 or 300 level.

### *Issues in Social Justice (ISJ)*

With its emphasis on currency, relevance, care for the learning of each student, and discernment, the Integrative Core Curriculum highlights essential principles of Ignatian pedagogy. The Issues in Social Justice component asks that students consider important questions about justice, diversity, and ethics. Students are expected to be engaged learners who bring new knowledge into being through study and collaboration, realizing that knowledge has the capacity to raise ethical questions and that these questions are meaningful and liberating.

In Issues in Social Justice courses, students learn to understand and interrogate concepts of inclusion and empowerment and to analyze systems and structures of oppression and marginalization. These courses pose questions about equality, access, multiculturalism, economic and social barriers, or discrimination based on gender, sexuality, class, race, and/or ethnicity. These courses challenge students to recognize institutional impediments or de facto assumptions that result in an individual or group having less than full voice and participation in societies. Issues in Social Justice courses focus on historical issues, contemporary problems, or both.



**Requirement:** Student take one Issues in Social Justice course. These courses are offered by several academic departments.

### *Creative and Performing Arts (CAPA)*

From their beginnings, Jesuit colleges and universities were distinguished by their attention to the arts and architecture, painting, sculpture, music, theatre, dance, and poetry as methods of religious communication. The practice of any art form gives students a new mode of expression, a new voice.

To fulfill this requirement, students may take a variety of courses, including creative writing, screenwriting, playwriting, theatre performance, photography, music, and dance.

**Requirement:** Students take one Creative and Performing Arts course, which may be 1 or more credits. Some CAPA courses are graded Pass/Fail.

## CORE REQUIREMENTS IN THE MAJOR

Students will continue to develop competencies in written and oral expression within their majors; they also will participate in a capstone experience in their major, which represents the culmination of their academic experience.

**Additional Writing:** All students, as part of their major, will take a course that emphasizes writing skills within the discipline.

**Additional Presentational Skills:** Selected courses and other requirements in the major allow students to further cultivate skills in oral presentation and the use of technology to collect and share information.

**Capstone Experience:** Capstone experiences are valuable not solely for the opportunity they afford the student to demonstrate mastery of skills and knowledge in a specific discipline, but also because they represent the culminating expression of a broad liberal arts education that prepares students for future success in a wide range of activities. The capstone experience focuses on some feature of the student's major area(s) of interest and requires the disciplined use of skills, methodology, and knowledge taught through the curriculum. Capstones meet one or more of the following criteria:

- Synthesize and apply disciplinary knowledge and skills.
- Foster reflection on undergraduate learning and experience.
- Demonstrate emerging professional competencies.
- Apply, analyze, and/or interpret research, data, or artistic expression.

The capstone may be satisfied through a course, created work or product, or some form of experiential learning; the capstone usually occurs during the student's junior or senior year.

## ADDITIONAL INTEGRATIVE CORE CURRICULUM POLICIES

### Waiver of Core Requirement

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.**

### Fulfilling Core Requirements

Students may not use a Core course to fulfill more than one Core requirement. However, students may use Core courses to fulfill requirements in majors or minors, depending on the expectations of the academic departments and programs.

### Transfer of Credits

Students may petition to have the requirement to take a Core course or Core courses waived. A petition must demonstrate the student has already completed courses that conform substantially to Core requirements, including learning goals. There are two exceptions: (1) All students must complete at least one pair of linked courses (Exploring the Natural World or Examining Human Experience) at John Carroll University. (2) Transfer students who enter with fewer than 25 hours transferred must take both sets of linked courses at John Carroll University.

Given the centrality to mission of the Jesuit Heritage component in the Integrative Core Curriculum, students can transfer in only 6 credits for Jesuit Heritage courses. No more than 3 credit hours can count toward fulfilling the Philosophy requirement; no more than 3 credit hours can count toward fulfilling the Theology and Religious Studies requirement.

All requests for transfer credit require submission of an academic petition.

# 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.

## APPLYING FOR ADMISSION

All prospective students seeking undergraduate admission to the University should apply through the Office of Admission.

Prospective transfer students and part-time students should refer to the pertinent admission procedures described on pages 20-22 of this *Bulletin*.

Applicants must follow the general University regulations on admission, explained fully in the admission section of this *Bulletin*, pages 17-31.

## MAJORS AND DEGREES

The College of Arts and Sciences offers programs of study in 34 majors, leading to the degrees of Bachelor of Arts (B.A.), Bachelor of Arts in Classics (B.A.Cl.), and Bachelor of Science (B.S.).

The major is the primary field of undergraduate study and academic specialization. The major may consist of a structured plan of study within a single discipline, such as English, Sociology, or Physics; or a program of study across more than one discipline, such as Sports Studies, Humanities, or East Asian Studies.

Specific requirements for all academic majors offered within the College of Arts and Sciences, as well as course descriptions, can be found in this *Bulletin*, beginning on page 124.

Majors may be taken in the following fields, leading to a B.A. or B.A.Cl.; specialized concentrations are listed in italics under the appropriate majors:

<b>Art History</b> <b>Classics</b> <i>Classical Languages</i> <i>Classical Studies</i> <b>Communication and Theatre Arts</b> <i>Integrated Marketing</i> <i>Journalism</i> <i>Persuasive and Relational Communication</i> <i>Theatre</i> <i>Visual Media</i> <b>East Asian Studies</b> <b>Economics</b> <b>Education</b> <i>Early Childhood</i> <i>Middle Childhood</i> <i>Adolescent/Young Adult</i> <i>Multi-Age</i> <b>English</b> <i>Literature</i> <i>Creative Writing</i> <i>Professional Writing</i> <b>Exercise Science</b> <b>French</b> <b>Healthcare Information Technology</b> <b>History</b>	<b>Humanities</b> <b>International Business with Language and Culture</b> <b>Mathematics Teaching</b> <b>Peace, Justice, and Human Rights</b> <b>Philosophy</b> <i>History of Philosophy</i> <i>Critical Social Philosophy</i> <i>Philosophy, Law, and Politics</i> <i>Health, Ethics, and Science</i> <b>Physical Education</b> <b>Physics</b> <b>Political Science</b> <i>Law and Society</i> <i>Global and Foreign Area Studies</i> <i>Methods and Spatial Analysis</i> <b>Sociology &amp; Criminology</b> <i>Aging Studies</i> <i>Criminology</i> <i>Cultural Diversity</i> <i>Human Service, Health &amp; Social Justice</i> <b>Spanish</b> <b>Sports Studies</b> <b>Theology and Religious Studies</b> <b>Women's and Gender Studies</b>
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Majors in the sciences may be taken in the following fields, leading to the B.S. specialized concentrations are listed in italics under the appropriate majors:

<b>Biology</b> <b>Cell and Molecular Biology</b> <b>Chemistry</b> <i>Biochemistry</i> <i>Comprehensive Chemistry</i> <i>General Chemistry</i> <b>Computer Information Systems</b> <b>Computer Science</b> <b>Engineering Physics</b> <b>Environmental Science</b> <b>Interdisciplinary Physics</b>	<b>Mathematics</b> <i>Mathematics and Economics</i> <b>Physics</b> <b>Psychological Science</b> <i>Child and Family Studies</i> <i>Eating Disorders</i> <i>Forensic Psychology</i> <i>Industrial/Organizational</i> <b>Psychology</b> <i>Mental Health Services</i> <i>Psychology and Sports</i> <b>Sciences</b>
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**Integrated 3/2 Degree Programs**

B.A. in Sociology from John Carroll plus a Master’s Degree in Social Work from Case Western Reserve University.

B.S./B.A. from JCU plus B.S. in Engineering from CWRU.

**OPTIONAL MINORS**

In addition to majors, the College also offers optional minors, which normally consist of 18 to 21 semester hours of study. For more detailed information, consult the department and course description sections of this *Bulletin*, beginning on page 124.

Optional minors may be completed in the following fields:

<p><b>Art History</b>  <b>Biology</b>  <b>Business (through Boler School of Business)</b>  <b>Catholic Studies</b>  <b>Chemistry</b>  <b>Classical Studies</b>  <b>Communication</b>  <b>Computer Science</b>  <b>Creative Writing</b>  <b>East Asian Studies</b>  <b>Economics</b>  <b>Engineering Physics</b>  <b>English</b>  <b>Entrepreneurship</b>  <b>Foreign Affairs</b>  <b>Forensic Behavioral Science</b>  <b>French</b>  <b>German</b>  <b>Greek</b>  <b>Healthcare Information Technology</b>  <b>History</b>  <b>Humanitarian Action and Technology</b></p>	<p><b>Humanities</b>  <b>Latin</b>  <b>Leadership Development</b>  <b>Mathematics</b>  <b>Modern European Studies</b>  <b>Peace, Justice, and Human Rights</b>  <b>Philosophy</b>  <b>Physical Education and Exercise Science</b>  <b>Physics</b>  <b>Political Science (General)</b>  <b>Population and Public Health</b>  <b>Professional Healthcare Preparation</b>  <b>Psychological Science</b>  <b>Sociology &amp; Criminology</b>  <b>Spanish</b>  <b>Statistics</b>  <b>Theatre Arts</b>  <b>Theology and Religious Studies</b>  <b>United States Politics</b>  <b>Women’s and Gender Studies</b></p>
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**Concentration in Neuroscience**

The concentration in Neuroscience is coordinated by the Department of Psychological Science 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. A GPA of 2.5 or higher in BL 155-158 and CH 141-144 is required for admission into the concentration.

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 and 436); PS 326, 426,

497N (or an additional CH or PS course approved by the neuroscience coordinator). A GPA of 3.0 is required for enrollment in PS 497N.

Required courses for chemistry majors: BL 155, 156, 157, 158, 360, 360L; CH 141, 142, 143, 144, 221, 222, 223, 224, 435, 436; PS 326, 426, 497N (or an additional BL or PS course approved by the neuroscience coordinator). A GPA of 3.0 is required for enrollment in PS 497N.

Required courses for psychology majors: BL 155, 156, 157, 158, 360, 360L; CH 141, 142, 143, 144, 221, 222, 223, 224; PS 101, 326, 386, 426, 497N (or an additional BL or CH course approved by the neuroscience coordinator). A GPA of 3.0 is required for enrollment in PS 497N. **Coordinator:** Dr. Helen Murphy, Department of Psychological Science.

### General Requirements for Degrees

1. Candidates must complete a minimum of 120 credit hours, including all Core and major requirements, with an average of at least 2.0 (C) for all coursework completed at John Carroll University.
2. Candidates must complete the last 30 hours of instruction in residence.
3. Candidates must complete all of the course and proficiency requirements for the degree sought.
4. Candidates must complete all of 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 fulfill all financial obligations to John Carroll University.

### 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 evidence such as educational record, test scores, letters of recommendation, and writing samples.

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 in this *Bulletin* on pages 286-287.



# John M. and Mary Jo Boler School of Business

A Department of Business Administration was created in 1934 in the College of Arts and Sciences to provide professional training for students aspiring to positions of responsibility in the business world. In 1945, this department grew 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 eight 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 also offers graduate programs leading to the Master of Business Administration (M.B.A.) and Master of Science in Accountancy (M.S.Acc.). These programs are fully described in *The Graduate Studies Bulletin*: <http://sites.jcu.edu/graduatestudies/pages/current-students-2/bulletin-archive/>.

## MISSION AND CORE VALUES

The mission of the Boler School of Business is to develop and inspire tomorrow's leaders through the Jesuit tradition of educational excellence.

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.
- Treating faculty scholarship as an essential part of the process that couples lifelong learning with teaching excellence.

More information about the Boler School's core values is available from the dean's office or on the Boler School's website at [www.jcu.edu/boler](http://www.jcu.edu/boler).



## 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. They also must have completed the following courses with an average grade of C or higher: AC 201, EC 201, MT 130, and BI 107, 108, and 109. 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 may alternatively demonstrate competencies in the BI 107-109 course work through a placement waiver exam administered by the Department of Management, Marketing and Logistics.

**Students enrolled in the College of Arts and Sciences** should complete an application to the Boler School of Business and submit it to their academic advisor. Applications are distributed at a meeting conducted each spring semester by the staff of the Boler School. After reviewing credentials, the Boler School will advise students that they are (a) accepted, (b) deferred, or (c) conditionally accepted.

Students unable to satisfy the requirements for admission as degree candidates 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 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.

## MAJORS AND DEGREES

Degree programs of the Boler School of Business consist of the business core and the major, which together total approximately 50% of the hours required for graduation. The business core courses provide a study of the environment of business, its major functional areas, and the commonly used techniques of analysis. The major consists of a minimum of seven courses.

Majors may be earned in the following fields:

<p><b>Accountancy</b>  <b>Business Logistics</b>  <b>Economics</b></p>	<p><b>Finance</b>  <b>Human Resource Management</b>  <b>International Business</b>  <b>with Language and Culture</b></p>	<p><b>Management</b>  <b>Marketing</b></p>
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Candidates for the degree of Bachelor of Science in Business Administration (B.S.B.A.) select accountancy, business logistics, finance, human resource management, international business with language and culture, 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 and the Boler School of Business (see pages 76, 83).

### **General Requirements for Degrees**

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

1. The completion of a minimum of 120 credit hours of acceptable college work.
2. The completion in residence of 25 hours of business core courses at the 200 level and above.
3. Except in Boler-approved study abroad programs, no major courses may be taken outside of John Carroll University.
4. The fulfillment of all course work in the degree program. At least the last 30 hours must be completed in residence.
5. 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 (including all minors and concentrations), each group considered separately.
6. If required, the passing of a comprehensive examination in the major field. Such examinations may be oral or written or both.
7. The completion of all degree requirements within ten years of the date on which college work was begun.
8. The filing of an application for the degree by the assigned day, for degrees to be awarded in May, in August, or in January.
9. The fulfillment of all financial obligations to John Carroll University.
10. The completion of the following business core courses (100 & 200 level before 300 level):
  - a. Computer Applications—BI 107, 108, 109; or demonstrated competency.
  - b. Accounting Principles—AC 201-202
  - c. Principles of Economics—EC 201-202
  - d. Business and Economic Statistics—EC 207-208
  - e. Business Communications—MN 202
  - f. Management Information Systems—BI 200

- g. Organizational Behavior and Management—MN 325
  - h. Productions/Operations Management—BI 326
  - i. Business Finance—FN 312
  - j. Marketing Principles—MK 301
  - k. The legal environment/business law requirement(s) differ by major. Please refer to a particular major in this *Bulletin* for the exact requirements or options allowed.
  - l. Strategic Management: MN 499 is required for all students seeking the B.S.B.A. and is to be taken in the senior year. Economics majors seeking the B.S.E. take EC 499A and EC 499B instead of MN 499.
- 11. Completion of the Bolter Professional Development Program (see below).
  - 12. The completion of the University Integrative Core Curriculum (see Liberal Education at John Carroll University, pages 64-73). In completing the Integrative Core Curriculum, Bolter School of Business students must take PL 311 (Business Ethics) as one of the choices in the category of Jesuit Heritage.
  - 13. MT 130.

### **Bolter Professional Development Program**

Exclusively for Bolter students, the Professional Development Program (BPD) is a four-year, comprehensive program dedicated to preparing Bolter students for their future careers. Beginning freshman year, students will engage in a series of career events, workshops, and experiences to practice, polish, and perfect their professional skills. The BPD Program consists of 7 semesters of activities, completion of which is a requirement for graduation with a Bolter School of Business degree:

#### **BPD 102: Self Discovery, Awareness, & Planning (spring freshman year)**

- Understanding the principles of expectations management, online branding, and identifying unique leadership qualities.

#### **BPD 201: Build and Develop Professional Skills I (fall sophomore year)**

- Learning the tools and skills essential for professional success; improving skills with communication etiquette, networking, resume writing, and finding an internship.

#### **BPD 202: Build and Develop Professional Skills II (spring sophomore year)**

- Continue to develop the essential skills for interviewing, LinkedIn, resume writing and professional conduct.

#### **BPD 301: Real World Professional Skills (fall junior year)**

- Begin to put professional skills into practice; gain the professional experience of an executive mentor, dining etiquette, building a professional network, and behavior-based interviewing.

**BPD 302: Real World Professional Skills II (spring junior year)**

- Experienced professionals share their stories of success, overcoming adversity, and general career advice; learn to better leverage professional abilities.

**BPD 401: Transitioning from College to the World of Work I (fall senior year)**

- Revisit cover letters and resumes; learn how to negotiate an offer and how to successfully handle criticism, feedback, and praise.

**BPD 402: Transitioning from College to the World of Work II (spring senior year)**

- Networking and LinkedIn after college; managing money; key advice for transitioning from college student to professional.

**MINORS IN THE BOLER SCHOOL OF BUSINESS****Minor in Economics**

The minor in economics is discussed in detail in the section on Economics on pages 193-196.

**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 the following courses:

BI 107,108, 109	Spreadsheet, Database and Communication Applications (or demonstrated competency).....	0-3 cr.
AC 201-202	Accounting Principles .....	6 cr.
EC 201-202	Principles of Economics .....	6 cr.
EC 207 and EC 208, <b>or</b> MT 122 <b>or</b> MT 228 <b>or</b> MT 229	Statistics .....	3-4 cr.
MN 325	Organizational Behavior and Management.....	3 cr.
MK 301	Marketing Principles .....	3 cr.
	Directed Elective .....	3 cr.
Choose one of the following:		
BI 200	Management Information Systems	
BI 326	Production/Operations Management	
LG 328	Business Logistics	
	Electives (2) .....	6 cr.

Two upper-division courses from the same major 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 30 hours of Boler School course credit. 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. The minor must be completed with a GPA of at least 2.0.
4. Students wishing to minor in business are advised to declare this intention in the dean's office of the Boler School of Business as soon as possible.

**Post-Baccalaureate Accountancy Sequences in the Boler School of Business**

Students who have earned a bachelor's degree and desire the necessary course work to be eligible to sit for the CPA examination in Ohio must complete a minimum of 30 semester hours in Accountancy and 24 hours in other business subjects. It is recommended that students accomplish the primary sequence indicated below, two accounting electives, and other business courses as required (e.g., business law, economics, finance, marketing, management). Students may discuss the various options with a member of the Department of Accountancy. For complete information, visit the website of the Ohio Accountancy Board at <http://acc.ohio.gov/>.

**Accountancy Sequence applicants** should contact the assistant dean for graduate business programs at 216-397-1970. Official transcripts of all previous college work should be sent to the assistant dean's office in the Boler School.

**Primary Sequence**

AC 201-202	Accounting Principles . . . . .	6 cr.
AC 303-304	Intermediate Accounting . . . . .	6 cr.
AC 312	Cost Analysis and Budgetary Control . . . . .	3 cr.
AC 321	Federal Taxes I . . . . .	3 cr.
AC 341	Accounting Information Systems . . . . .	3 cr.
AC 431	Auditing . . . . .	3 cr.

**Electives                      Select at least two of the following:**

AC 422	Federal Taxes II . . . . .	3 cr.
AC 481	Advanced Financial Accounting . . . . .	3 cr.
AC 484	Financial Accounting Theory . . . . .	3 cr.

**Recommended Business Electives**

MN 463	Business Law I . . . . .	3 cr.
MN 464	Business Law II . . . . .	3 cr.

# Five-Year Bachelor's/Master's Programs

Five-year bachelor's/master's programs are offered in Business Administration, Education, English, Mathematics, Nonprofit Administration, and Theology and Religious Studies. These programs allow students to complete both the B.A. or B.S. and the master's degree in five years. Typically, students apply for admission to the M.A. or M.B.A. program in their junior year, begin taking graduate courses in their senior year, and complete the master's degree in their fifth year. (Note: graduate courses taken in the senior year are not counted as part of the 128-credit-hour requirement for the bachelor's degree.) Brief descriptions of these programs follow. For specific details, see the *Graduate Studies Bulletin* or contact the appropriate department chair.

## Master's of Business Administration

The 5<sup>th</sup>-year M.B.A. is for students from any major who would like to develop managerial skills and business expertise. The program is uniquely structured to allow students to finish the degree in 12 months, assuming successful completion of specific undergraduate business classes. The M.B.A. program is 33 credits, and students are often able to take the first course during their final undergraduate semester. Students who have focused their undergraduate studies outside of business (e.g., history, biology, psychological science) will gain business knowledge to expand their career opportunities. Accounting undergraduates will extend their accounting knowledge (through their choice of electives), earning the additional college credits necessary for the CPA exam. Business undergraduates will enhance their analytical skills and can select electives to expand their discipline-specific expertise in a new area.

## School-Based Master of Education Program

Although not a traditional five-year program, the school-based program is designed for those who hold a bachelor's degree and wish to obtain the M.Ed. and an Ohio initial teaching license in one year. Students may pursue licensure in Early Childhood, Middle Childhood, Adolescent Young Adult (AYA), or Multi-Age (MA)—Physical Education. Credit hours and requirements vary by license. Middle Childhood and AYA/MA students may need additional course work in their teaching fields. The program is an intensive, eleven-month clinically-based program that begins in the summer and concludes at the end of the following spring semester.

## English

The five-year B.A./M.A. program in English allows English majors to complete both the B.A. and M.A. in five years. The master's degree is a ten-course (30-credit-hour) program. Eligible students take one graduate course in the fall of their senior year and one more in the spring of their senior year. In the summer following graduation,

students take two master's courses. In the fifth year students take six graduate courses (three per semester) and pass the master's examination. In the summer after the fifth year they complete the M.A. essay.

### Mathematics

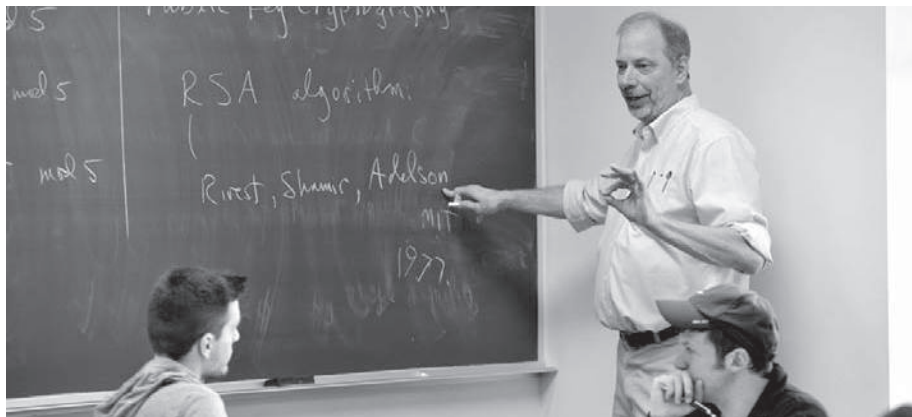
The five-year B.S./M.S. program is designed for students who enter the college with advanced placement credit for Calculus I and II and at least two other three-credit courses. Students who do not enter with advanced course work in mathematics are still eligible for the program; however, they may need to take additional summer course work in order to prepare for graduate work. The master's degree is a 30-credit-hour program. Eligible students take six graduate credits in the fall and spring semesters of their senior year and nine credits in the fall and spring of the fifth year.

### Nonprofit Administration

The five-year B.A./M.A. program is designed for students who seek careers managing or administering nonprofit organizations in a variety of areas, including the arts, social services, or health care. The master's degree is a 36-credit-hour program. Students take one graduate-level course in the fall and spring of senior year; six credit hours in the summer following graduation; 18 credits in the fall and spring of the fifth year; and 6 credits in the following summer. The five-year program is open to all majors.

### Theology and Religious Studies

The five-year B.A./M.A. program in theology and religious studies is designed for undergraduate Theology and Religious Studies majors who wish to earn the master's degree with an additional year of study. The master's degree is a 30-credit-hour program. Students typically complete 3 graduate credits each in the fall and spring of senior year; 6 credits in the summer following graduation; and 18 credits in the fall and spring of the fifth year.



# Interdisciplinary Minors

In addition to the required major and optional minor programs, the University also offers a number of interdisciplinary minors and concentrations as options to supplement and strengthen specific degree majors. These programs 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, students must complete all the requirements of the related major as specified in this *Bulletin*. A completed minor or concentration is noted on the transcript. For further details about minors and concentrations, and recommended courses, students are advised to contact the coordinator/director or the chair of a department participating in the minor or concentration.

## INTERDISCIPLINARY MINORS

The following three interdisciplinary minors have their own sections in this Bulletin; please consult the listed pages for detailed information. The other interdisciplinary minors are described below:

**East Asian Studies** (also a major). See page 198 for information.

**Entrepreneurship.** See page 240 for information.

**Leadership Development.** See page 313 for information.

**Catholic Studies.** Under the auspices of the Institute of Catholic Studies, this minor aims at promoting serious reflection on the richness and vitality of the Catholic intellectual tradition through the ages. This minor is interdisciplinary in nature, highlighting within the history of ideas the contribution of Catholic intellectuals and scholars across various disciplines. The Catholic Studies minor 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 minor consists of 18 credit hours from approved Catholic Studies courses distributed among the following disciplines: one course in theology and religious studies, one course in philosophy, one course in the humanities, and two electives from approved Catholic Studies courses. The final course in the minor is a required capstone seminar, "The Catholic Experience," an interdisciplinary course that addresses major issues in contemporary Catholic life and thought as a way of integrating within the minor the material and perspectives studied in other courses. 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 minor may satisfy Core Curriculum requirements or major/minor requirements within a specific discipline. Students in the minor are encouraged to study abroad in programs that offer their own courses in Catholic thought and experience, including the John Carroll program in Rome. Scholarships and summer internships are also available. **Coordinator:** Dr. Paul V. Murphy, Director, Institute of Catholic Studies.



**Forensic Behavioral Science.** Forensics is the application of science to the field of law. There is a wide variety of careers in this general area; students who are interested in the application of specific skills to the criminal and legal processes are encouraged to explore the minor, which is open to all students regardless of major.

The minor consists of 25 credit hours in courses taken in the Department of Psychological Science and the Department of Sociology and Criminology. (Note that PS 101 is prerequisite to all other PS courses and SC 101 is prerequisite to all other SC courses.) To complete the minor, all students must take SC 223 (Forensics: Overview of Crime Scene Analysis). All students also must elect either PS 370 (Forensic Psychology) or SC 388 (Forensic Science in Criminal Justice).

Required course work in ethics may be completed by taking one of the following courses: SC 300 (The Death Penalty), SC 435 (Law, Ethics, and Criminal Justice Policy), or PS 471 (Seminar in Ethics in Psychology).

Students are required to take two additional courses in psychology from the following: PS 435, PS 455, PS 457, PS 470, and PS 471. (Note: PS 471 may not be used to fulfill this requirement if used to fulfill the requirement in ethics.)

Students are required to take two additional courses in sociology and criminology from the following list of courses: SC 220, SC 240, SC 300, SC 343, SC 435, SC 440, and SC 365. (Note: neither SC 300 nor SC 435 may be used to fulfill this requirement if used to fulfill the requirement in ethics.)

Students must also complete either SC 495 (Internship in Forensic Behavioral Science.) These are field-based internships; the field experience and the accompanying academic seminar provide the student with direct experience in forensic behavioral science. This course is taken in the senior year after completion of 18 hours in the minor. Please contact the coordinator of the program for further information regarding scheduling, requirements, and advice related to this minor.

**Coordinator:** Dr. Duane Dukes, Department of Sociology and Criminology.

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

The program consists of 24 credit hours, including study of a modern European language, usually the language that students take to fulfill the University Core requirement in a foreign language. The MES language requirement may be met in one of three ways: Students who begin at the 100 level must complete the courses up to and including 202 (9-12 hours) to fulfill the requirement. Students who start at the 200 level must complete the courses up to and including 302 (9-12 hours) to satisfy the MES language requirement. Students who are placed at the 300 level must complete two courses at that level (6 hours) to fulfill the requirement; they are

not required to take additional courses to fulfill the requirement. Languages applied toward the minor should be those taught at John Carroll.

Other requirements include a “depth” and a “breadth” requirement. The depth requirement should include at least three elective courses from a list of approved courses (available from the coordinators), usually taken in the student’s major area; one of them should be a seminar, an upper-level course, or a senior thesis on a topic related to Modern European Studies. The breadth requirement should include at least three selections from the approved list of Modern European Studies courses in three departments outside the student’s major. Up to two courses at the 100 or 200 level from the list may be applied to the depth or breadth requirement. Given the importance of foundational course work for a richer appreciation of modern Europe, students may apply one course in Medieval or Early Modern European fields toward fulfilling the MES minor. **Coordinators:** Dr. Matthew Berg, Department of History; and Dr. John McBratney, Department of English.

**Population and Public Health (PPH).** This interdisciplinary minor is for students in any major interested in protecting and improving the health of communities. It addresses biological, sociocultural, environmental, ethical, and public policy influences on health and requires critical, cross-disciplinary thinking applied to solving health problems. The course of study consists of three parts: prerequisite courses, core areas in public health, and a capstone internship.

The prerequisite courses total 10 credit hours: **Biology:** BL 112/112L with a grade of B or better, or BL 156, 158. **Statistics:** a grade of C or better must be earned in MT 122, 228, or 229, or EC 208. **Social and behavioral science:** SC 101 or 245.

In addition to the prerequisite courses, students will fulfill 22-23 credit hours of requirements in the core areas of Population and Public Health, including one elective. **Public health:** SC 273 and AR 273. **Epidemiology:** BL 240. **Environmental studies:** Choose one from BL 109/109L, SC 292, SC 380, or PO 361. **Social and behavioral health:** Choose one from BL 260, CO 560/399 (health campaigns only), SC 275, SC 285, SC 315, SC 343, SC 370, SC 385, or PS 226. **Policy studies:** Choose one from EC 405, PO 204, PO 309, PO 337, or PO 450/NP 550. **Global health:** Choose one course not taken to fulfill other PPH requirements from BL 260 or SC 370. **Elective course:** Choose one course not taken for other PPH minor requirements from AR 274, BL 260, BL 310/310L, BL 410, CO 455, CO 555/399 (Studies in Health Communication), CO 560/399 (Health Campaigns), EN 300, EPA 200, HS 237, PL 316, PO 203, PO 204, PO 309, PO 324, PO 361, PS 226, SC 275, SC 285, SC 315, SC 330, SC 343, SC 370, or SC 385.

To complete the minor, students are required to complete a 4-credit-hour **capstone internship and seminar in Public Health Practice**, AR 473. Admission to the minor is limited by the enrollment cap for this course.

**Coordinators:** Dr. James Lissemore, Department of Biology; Dr. Susan Long, Department of Sociology and Criminology.

# Centers, Institutes, and Programs

## CENTERS

### **The Center for Global Education**

The Center for Global Education is the office responsible for outgoing and incoming student and faculty exchanges. This includes study abroad and exchange programs, faculty exchanges, and short-term and semester-long faculty-led academic programs abroad. The center advises students on international opportunities and scholarship funding sources, and manages students' applications and other paperwork. It provides pre-departure orientation for study abroad programs and opportunities for reflection upon students' return. It also works to ensure the safety of the John Carroll community while abroad, through advising, insurance programs, and monitoring world events.

The center issues and maintains visa paperwork for degree-seeking students as well as student, faculty, and researcher exchange visitors. It is responsible for ensuring that international students maintain their status under the terms of their visas and university policies, authorizes work permission on and off campus, and orients new international students. The center also provides opportunities for international students to integrate into campus life and meet other international and domestic students, faculty, and staff. **Contact:** Dr. David Kleinberg, Center for Global Education

### **The Center for Service and Social Action**

The Center for Service and Social Action reflects the mission and commitment of John Carroll University in the formation of men and women who “excel in learning, leadership, and service.” It seeks to educate for justice by offering opportunities for learning through service and advocacy by means of community-based learning, voluntary service activities for individuals and groups, and other events and programs grounded in the theory of social justice and the practice of social action.

The center connects the campus with the community through sustained partnerships that enable students to realize the Jesuit goal of developing well-educated men and women who understand what it means to stand in solidarity with the poor and marginalized, to engage in ongoing reflection, and to build a more humane and just society. **Director:** Sr. Katherine Feely, SND.

### **The Center for Teaching and Learning**

The Center for Teaching and Learning supports the University's mission by providing resources to foster the professional development of the faculty. The center

works collaboratively with other campus organizations to sponsor programming and provide funding for initiatives supporting faculty involvement in curricular and pedagogic innovation within and across disciplines. The center also seeks to promote intellectual community and to provide networking opportunities for faculty. It plays an active role in providing leadership, coordination, and support for teaching and research in the belief that good teacher-scholars change lives.

**Director:** Dr. Rodney Hessinger, Department of History.

### **Shepherd Higher Education Consortium on Poverty**

The Shepherd Higher Education Consortium on Poverty prepares students through curricular and co-curricular experiences to work toward reducing poverty as they begin and progress through their professional lives. The consortium, to which John Carroll belongs, consists of approximately twenty universities and colleges dedicated to educating the next generation about poverty in this country and around the world. John Carroll students are selected to participate through a competitively reviewed application process for an eight-week, stipend-supported summer internship with an urban or rural organization that addresses the needs of society's most vulnerable members. **Academic Director:** Dr. Margaret Finucane, Tim Russert Department of Communication & Theatre Arts; **Internship Director:** Maryellen Callanan, Center for Service and Social Action.

## **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.

The ISI certificate is an affiliate program of the Department of Theology and Religious Studies. It can be taken as a non-credit, non-degree certificate program or for degree credit in conjunction with the M.A. degree in Theology and Religious Studies. All ISI courses are conducted at the John Carroll University main campus.

ISI course work runs concurrently with the fall-spring academic calendar and 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 ISI candidates will have completed a college degree, several years of steady work, and a variety of life experiences. The admissions committee may make exceptions to these criteria.

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 216-397-1599. **Director:** Dr. Joan Nuth, *Emerita* Professor of Theology and Religious Studies.

### **Institute of Catholic Studies**

Over the 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 minor in Catholic Studies (see page 87); faculty development workshops and seminars; sponsorship of a public lecture series; and course development grants. These programs seek 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. **Director:** Dr. Paul V. Murphy, Department of History.

### **Robert M. Ginn Institute for Corporate Social Responsibility**

Named in honor of the late 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, nonprofit organizations, and communities. In 1996 the Boler School established the Michael J. Lavelle, S.J., Fellowship/Internship Program, which funds internships for John Carroll students in private, nonprofit organizations in the Greater Cleveland area. Lavelle scholarships are funded by the Ginn Institute.

## **PROGRAMS**

### **Arrupe Scholars Program for Social Action**

The Arrupe Scholars Program for Social Action provides a framework for students to integrate their curricular and co-curricular experiences related to service and social justice in a reflective manner. Fr. Pedro Arrupe, S.J., was integral in guiding the Jesuits toward the goal, not just inspiring faith among those they encountered, but inspiring a faith that does justice. Arrupe's commitment to justice was rooted in his love for his faith and for God. Jesuit institutions around the world subscribe to his precept of "men and women for others."

Arrupe Scholars develop leadership for social change through completion of academic courses as well as engagement in service and advocacy. Arrupe Scholars receive a scholarship and are recognized at commencement; in addition, their program participation is noted on their academic transcript. **Director:** Dr. J. Malia McAndrew, Department of History.

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

Established in 1997, with the support of the Northern Ohio Italian-Americans (NOIA) and the Boler Challenge Grant, the program is named for the Most Reverend Anthony M. Pilla, ninth Bishop Emeritus of the Diocese of Cleveland (M.A., JCU '67; D.H.L., Hon. JCU '81). Through its course offerings in the Department of Classical and Modern Languages and Cultures, the program promotes the study of Italian and Italian American literature, history, and culture. It emphasizes an understanding of the meaning of the Italian historical past, family, ties to one's heritage, hard work, success in the face of obstacles, and the role of the spiritual in one's life. This interdisciplinary undergraduate liberal arts program offers a self-designed major and minor in the Department of Classical and Modern Languages and Cultures and comprises a rich interdisciplinary curriculum in language, culture, literature, film, history, art history, religious studies, and philosophy. A combination sequence of courses in Italian Studies leads from competence in basic Italian language skills to a thorough understanding of the language, as well as an interdisciplinary approach to Italian culture and literature. The program sponsors the Bishop Pilla Spring Break in Italy, the John Carroll University at Vatican City Study Abroad Program, and the Bishop Pilla Summer Institute in Italy. **Directors:** Dr. Santa Casciani and Dr. Luigi Ferri, Department of Classical and Modern Languages and Cultures.

### **Program in Applied Ethics**

The Program in Applied Ethics supports program development and related activities in the area of applied ethics. Among its goals are increasing awareness of, reflection on, and campus-wide conversations about contemporary ethical and social issues. To this end, the program encourages an interdisciplinary approach to ethics that seeks to include all interested faculty, students, and other members of the University community. **Director:** Dr. Pamela Mason, College of Arts and Sciences.

# 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 public library, on the Internet, in graduate school bulletins, the annual *Directory of Graduate Programs* published by the Educational Testing Service, and the annual *Peterson's Guide to Graduate and Professional Programs*. Early in senior year students should contact selected graduate schools to obtain applications for admission, financial aid, and other information. Most graduate schools now have online applications.

Early and sustained consultation with John Carroll faculty will be most helpful in planning graduate study. Faculty may assist in submitting applications for admission to graduate study or graduate appointments. Credentials commonly must be submitted in the late fall and early spring, and selections are usually announced in 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 at this website:

<http://sites.jcu.edu/graduatestudies/pages/future-students/apply/requirements/>.

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 endorsements 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 cooperates with the students' preprofessional schooling by offering programs of two, three, or four years' length. Although there is increasing preference within 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 three years of preprofessional education. Students are urged in most cases to pursue programs leading to a bachelor's degree.

### **Engineering Programs**

John Carroll University has articulation agreements with Case Western Reserve University and with the University of Detroit Mercy that ensure students interested in pursuing an engineering degree a smooth transition to these schools. The Case School of Engineering offers degrees in biomedical, chemical, civil, computer, electrical, mechanics and aerospace, and systems control engineering, as well as in macromolecular science and engineering, and materials science and engineering. Students interested in the 3-2 binary program with Case Western Reserve University attend John Carroll for three years and then transfer to CWRU for two years; they receive both a B.S. from John Carroll and a B.S. in engineering from CWRU. The program is open to any student who completes the prerequisite courses (in calculus, physics, chemistry, computer science) and maintains an overall 3.0 GPA and a 3.0 GPA in science and mathematics courses.

The University of Detroit Mercy offers engineering degrees in architectural, civil, electrical and computer, environmental, and mechanical engineering. Their engineering programs include a co-op component which provides students with work experience and allows them to earn a significant income. Under the engineering articulation agreement with UDM, students complete a two-year pre-engineering program at John Carroll and then transfer to UDM for two years of engineering. They receive a bachelor of engineering degree from UDM.

Another option is to complete a B.S. at John Carroll and then enter an engineering school for a master's degree in a particular field of engineering. Students who choose this option may start taking engineering courses while at John Carroll through the Northeast Ohio Commission on Higher Education Cross-Registration Program.

Students interested in the above programs should contact the Department of Chemistry or the Department of Physics as early as possible.



## Health Professions

Students pursuing full four-year degree programs such as premedical, pre dental, or allied health program preparation normally earn the bachelor of science degree with a major in either biology, cell and molecular biology, or biochemistry. Students are free to follow any degree program provided they complete the specific course requirements for their intended healthcare professional program.

Students should familiarize themselves with the general admission requirements of the profession which they aspire to enter in addition to those specific to the schools of their choice. The director of the Pre-Health Professions Program is available for individual advising. In addition, meetings are usually 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 education and advising capacity. Students are encouraged to avail themselves of these resources and to consult the Pre-Health Professions Program website ([www.jcu.edu/prehealth](http://www.jcu.edu/prehealth)) for more information.

The Health Professions Advisory Committee (HPAC) is the University mechanism that provides letters of recommendation to medical, dental, and other healthcare professional schools that require or prefer recommendation letters from a committee rather than individual faculty members. The committee's letters are based on academic performance, individual and committee interviews, and factors such as integrity, industry, maturity, commitment to social responsibility, and judgment.

Post-baccalaureate students who have not received their undergraduate degree from John Carroll may use the Health Professions Advisory Committee as the source of 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. Therefore, normally a letter of evaluation will be written to these schools only for applicants who have attained a minimum grade-point average of 3.0 overall and 3.0 in science courses (biology, chemistry, physics, and mathematics).

## Medicine

The requirements of medical schools are summarized on the Medical School Admission Requirements (MSAR) website, revised annually by the Association of American Medical Colleges. A bachelor's degree is almost invariably required. Additional information can be found at the Association of American Medical Colleges website ([www.aamc.org/students](http://www.aamc.org/students)). Applicants for medical school must take the Medical College Admission Test. Since this test is usually given 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, and biology, with labs, and one year of college-level 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 and MT 228. In order to be prepared for the MCAT, students should also complete one semester each of biochemistry, sociology, and psychological science. The corresponding courses are CH 431, SC 101, and PS 101, respectively. Genetics (BL 213) is also encouraged.

John Carroll participates in the MEDStart Program for pre-medical students, an early-decision program for first-semester juniors offered by the University of Toledo College of Medicine. John Carroll University also has an affiliation with Lake Erie College of Osteopathic Medicine (LECOM). This agreement reserves ten seats for John Carroll students who are interested in medical school. Students can obtain seats through one of the following three routes: 1) Dual admission applicants are accepted to LECOM in conjunction with their John Carroll University acceptance. 2) Early admission applicants apply during their sophomore year. 3) Traditional students apply in the summer between their junior and senior years. John Carroll University has an affiliation with Ohio University's Heritage College of Osteopathic Medicine (OU-HCOM). This dual admission program reserves ten seats for qualified freshmen entering John Carroll University. Students are eligible for seats at all three OU medical school campuses. Details about these programs are available on the John Carroll website ([www.jcu.edu/prehealth](http://www.jcu.edu/prehealth)) or from the director of the Pre-Health Professions Program.

## **Graduate and Professional Study**

In addition to medicine and dentistry, a number of other careers are available in healthcare. Students are encouraged to explore such fields as anesthesiology assistant, podiatry, physical therapy, occupational therapy, nursing, optometry, veterinary medicine, physician assistant, and pharmacy. Most of these occupations require a baccalaureate degree with additional education at the graduate level. Information and advising are available from the director of Pre-Health Professions Studies.

John Carroll participates in two programs of interest to pre-nursing students, the Case Western Reserve University Graduate Entry Nursing Program and the Ursuline College Accelerated Bachelor of Science in Nursing Program. More information on these programs can be found on pages 144-146 in the Biology section of this bulletin or from the director of the Pre-Health Professions Programs.

John Carroll also offers a Premedical Post-Baccalaureate Program designed for students who want to fulfill the requirements for admission to medical school, dental school, and other health professional schools. This program is appropriate for students 1) who possess a bachelor's degree in a discipline other than biology or chemistry and wish to pursue a health professions career, 2) who majored in chemistry or biology but struggled with the course work as a traditional undergraduate, or 3) who have not been enrolled in courses in these disciplines for over five years. More details are available in the *Graduate Studies Bulletin* and at the website <http://sites.jcu.edu/graduatestudies>.

## Dentistry

The Council on Dental Education of the American Dental Association lists these 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 pre-dental education are the same as those of premedical education noted above – typically 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 (MT 228 may be substituted for MT 136). (3) Students must complete a minimum of 64 credit hours from liberal or general education courses, such as English, communications, behavioral sciences, philosophy, and theology and religious studies, which give breadth to their educational background. Applicants must take the Dental Aptitude Test. This test is usually administered in late spring of the junior year, by which time the basic pre-dental requirements should be completed. Admission to schools of dentistry with only two or three years of undergraduate education is the rare exception rather than the rule.

John Carroll University has an affiliation agreement with Lake Erie College of Osteopathic Medicine's School of Dental Medicine in Bradenton, Florida, whereby five seats are reserved for qualified John Carroll students. More information is available through John Carroll's website ([www.jcu.edu/prehealth](http://www.jcu.edu/prehealth)) or from the director of the Pre-Health Professions Program.

## Pharmacy

A pre-pharmacy advisor is available to assist students interested in applying to pharmacy graduate programs – Dr. David Mascotti, Department of Chemistry ([dmascotti@jcu.edu](mailto:dmascotti@jcu.edu)). He can help guide curriculum choices, graduate program selections, and career opportunities in pharmacy.

John Carroll University has an affiliation agreement with Lake Erie College of Osteopathic Medicine's School of Pharmacy in Erie, Pennsylvania, and in Bradenton, Florida, whereby five seats are reserved for qualified John Carroll students. More information is available through John Carroll's website ([www.jcu.edu/prehealth](http://www.jcu.edu/prehealth)) or from the director of the Pre-Health Professions Program.

Most pre-pharmacy students will follow a course of study that begins with fundamentals of chemistry and biology. Most graduate programs also require students to take the Pharmacy College Admission Test (PCAT). Admission requirements differ for various graduate programs; therefore, specific advanced courses will be determined based on the graduate program to which the student intends to apply. These programs are very competitive and rigorous in nature, and thus require a high academic standing and PCAT score for consideration.

## Law

A pre-law advisor is available to students interested in pursuing the study of law upon graduation. For further information, please see Dr. Elizabeth Swenson, Department of Psychological Science ([swenson@jcu.edu](mailto:swenson@jcu.edu)).

Any major can be 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, a minor, or a concentration that complements the major field of study.

A broad background of knowledge, which is obtained through the University Core Curriculum, plus a major in a 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 underlying this structure.

The pre-law advisor also can give advice on admission to law schools, the choice of a career in the legal profession, and 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 Credential Assembly Service (CAS). Forms for both of these are available at [www.LSAC.org](http://www.LSAC.org).

Admission to law school is based on high academic standing, a correspondingly high LSAT score, and recommendations from faculty and others familiar with the applicant's character, academic preparation, and aptitude for legal study. Extracurricular activities, work experience, 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 Boler School alumni 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 course work 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 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 academic programs with the accountancy faculty.

## **Teacher Education**

Students who seek to obtain a teaching license after graduating with a baccalaureate degree will find that many colleges and universities, including John Carroll University, offer teacher licensure programs at the graduate level either as post-baccalaureate licensure-only programs or as masters of education licensure programs. Four licenses are available in the state of Ohio: Early Childhood, Middle Childhood, Adolescent Young Adult, and Multi-Age. To earn these licenses, students take a professional education sequence of courses which includes a student teaching experience. For the Middle Childhood, Adolescent Young Adult, and Multi-Age licenses, there may also be additional course work in the teaching fields depending on the baccalaureate degree. (See description of requirements in this *Bulletin*, page 211.)

John Carroll offers three graduate-level options for earning teacher licensure: the School-Based M.Ed. Program, the Professional Teacher/Initial Licensure Program, and the Post-baccalaureate Program. The School-Based Program is an eleven-month full-time accelerated program that results in a master's degree and licensure. The Professional Teacher program also results in a master's degree and licensure, and can be completed on a full-time or part-time basis. The Post-baccalaureate program can be completed on a full-time or part-time basis and results only in a teaching license.

Graduate programs are also offered in the fields of school counseling, school psychology, and clinical mental health counseling. These programs lead to a master's degree and licensure. All of John Carroll University's licensure programs are accredited by CAEP (formerly NCATE) and CACREP and conform to current Ohio licensure standards.

The detailed organization of the graduate licensure programs and information on licensure requirements can be found in the *Graduate Studies Bulletin* under the Department of Education and School Psychology and Department of Counseling.

## **Theology and Ministry Programs**

The John Carroll University undergraduate major in Theology and Religious Studies prepares students for advanced studies in theology and religion and for careers in various forms of non-ordained ministry, including work in social service agencies, parish youth ministry, and high school teaching of theology. It also can serve as preparation for Catholic major seminary programs and programs of ministerial formation in other religious denominations.

John Carroll also houses the minor seminary program for the Cleveland diocese, the Borromeo Seminary Institute (see page 154). It prepares students for entrance into a major seminary program of priestly formation in the Roman Catholic Church.

# Graduate Studies at John Carroll

The Boler School of Business and the College of Arts and Sciences offer advanced study in programs leading to master's degrees in the arts, sciences, communications, clinical mental health counseling, business, and education. The *Graduate Studies Bulletin* contains information on programs, costs, and admission requirements and is available online at [www.jcu.edu/graduate/bulletin](http://www.jcu.edu/graduate/bulletin).

## DEGREES

Degrees conferred are: Educational Specialist (Ed.S.) in school psychology; Master of Arts (M.A.) in biology, communications management, clinical mental health counseling, education, English, humanities, mathematics, nonprofit administration, and theology and religious studies; Master of Science (M.S.) in accountancy, biology, lab administration, and mathematics; Master of Business Administration (M.B.A.); and Master of Education (M.Ed.) in the areas of school counseling, school psychology, initial teacher licensure, and advanced studies. In addition to these degrees, certificate programs are also offered at the graduate level. The Boler School of Business offers a Certificate in Graduate Business Studies; the College of Arts and Sciences offers a Certificate of Nonprofit Management, Certificate of Advanced Studies in Theology and Religious Studies, Certificate in Pre-Medical Studies, Certificate in Spiritual Wellness and Counseling, and a Certificate of Advanced Studies in Assessment, Research and Measurement. The Department of Education and Allied Studies has approved state endorsement programs for teachers holding valid teaching licenses in the following areas: Reading, Early Childhood Generalist, Middle Childhood (language arts) Generalist, and Teacher Leader.

## Five-Year Programs

John Carroll offers six five-year programs that provide students the opportunity to complete both the bachelor's and master's degree within five years. Programs are currently offered by the following departments: Business, Education, English, Mathematics, Nonprofit Administration, and Theology and Religious Studies. Descriptions of these programs may be found in this *Bulletin* (see page 85).

## 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 additional admission requirements, program requirements, the planning of a course of study, and any program prerequisites. Departments may have degree requirements that are not listed in the *Graduate Studies Bulletin*.

John Carroll University seniors who have nearly completed the requirements for the bachelor's degree, who wish to take graduate-level courses, and who otherwise qualify may be admitted to graduate studies. The application must have the written approval of the appropriate undergraduate dean and must be submitted to the appropriate office of Graduate Studies at least two weeks prior to the date of registration.

### **Graduate/Athletic Assistantships**

Graduate and athletic assistantships are available on a competitive basis in certain academic departments, non-academic departments, and the athletic department. The application deadline is February 15 for assistantships to be granted the following academic year. Detailed information on specific positions and application materials is available online at [www.jcu.edu/graduate/future/assistantships.htm](http://www.jcu.edu/graduate/future/assistantships.htm). Students may also contact department chairs or program coordinators regarding specific positions.



# 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 a number of 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 just before the beginning of the fall semester, and one in January for all new students entering the University for the spring semester. 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

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 should meet at least twice a semester with their faculty advisor to discuss academic planning and scheduling. Students who have been formally accepted into an academic major will be assigned an academic advisor in their program of study.

Although students are encouraged 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.

### Registration

Registration is carried out as part of the orientation program for freshmen and transfer students. 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 academic dean, department chair, and instructor, and then only for serious reasons.

**Registration Changes.** Changes in enrollment or registration after initial registration for classes will be permitted only through the formal procedure prescribed by the Office of the Registrar. This applies to courses added, dropped, or changed. No courses may be added after the first week of class without the permission of the appropriate academic dean, department chair, and instructor. Students should be aware of possible aid implications when making changes in registration, and consult the Office of Financial Aid as necessary.

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 108).

### 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 academic dean. The minimum course load for full-time students is 12 hours. Students are responsible 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.

Students on academic probation are required to take a reduced schedule (normally 12 semester hours in full-time programs) while their probation lasts.

Certain programs requiring more than 120 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 who plan to graduate in four years should count on fulfilling at least some course requirements by taking summer classes.

### Credit

The semester credit hour is the official unit of instruction. One semester credit hour is awarded for a minimum of one class hour of direct faculty instruction (the class hour is defined as 50 minutes) plus a minimum of two hours of out-of-class work each week delivered over a 15-week term. In addition to the consecutive weekly format, courses may also meet in a variety of compressed formats of varying length within the beginning and ending dates of a given semester or summer term.

## Pass/Fail Option

Students who have obtained sophomore status are permitted to take up to six courses on a 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 should discuss this action with their advisor and then obtain approval from the appropriate academic 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 in Rodman Hall, Room 205/206, once an academic petition has been approved by the assistant dean of the College of Arts and Sciences or the Boler School of Business.

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 a grade of C- or lower 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 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 Office of the Registrar during the first **two** weeks of the semester. Freshmen (those with fewer than 25 hours completed) must have the approval of the academic advisor and the appropriate academic 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 academic dean, register to audit one course without a fee. Such students are required to attend their audited courses.

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 the appropriate academic 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. In the second week of the semester faculty submit a list of students who have not attended any class meetings to the Registrar's Office. These students will be automatically withdrawn from those courses.

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 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.

#### *Absences for Extracurricular Activities*

Students who anticipate missing a class because of extracurricular events that are officially sponsored by the University have the responsibility to consult the syllabus for the class and identify any possible conflicts between required course activities and their extracurricular events. The student should obtain, from the coordinator of

the activity, an official letter of participation and present it, along with a schedule of events for the semester, to the faculty instructor, 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 the 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 chair will then attempt to resolve the difficulty with the student. If this does not lead to resolution, the assistant dean of the College of Arts and Sciences or the Boler School of Business 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.

A student may be allowed to make up a missed final examination only under extraordinary circumstances. Reasons such as misreading the examination schedule, having three examinations on the same day, oversleeping, and the like do not normally qualify. 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 s/he 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 her/him, the student is to contact the department office, which will contact the instructor. *Leaving a note with a request to take a rescheduled final examination does not constitute 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 on time and place. If, after being contacted, the instructor will be unavailable to see the student, the instructor, with the department chair's permission, may delegate authority to the chair to make the decision and leave a make-up examination with the chair 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, which are as formal as those for registration. Tuition and laboratory fees are returnable only as indicated under “Refunds” (page 34).

Students must carry out proper withdrawal procedures personally in Rodman Hall, Room 205/206. Withdrawals during the first week of class leave no indication of the course on the student’s transcript. For withdrawals between the 2<sup>nd</sup> and 12<sup>th</sup> 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 12<sup>th</sup> 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. Students who intend to completely withdraw from the University must notify the assistant dean in the College of Arts and Sciences or the Boler School of Business.

First-year students who wish to withdraw from a course, including the first week of classes, must first consult with their advisor. If the advisor is not available, students must consult with the assistant dean of the College of Arts and Sciences before dropping. A first-year student must use a signed APR form to drop a course.

## 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 attain not only a required **number** of credits but also a certain **standard** of excellence, which is determined according to quality points.

The number of quality points each grade is worth appears on the following page. The quality points earned in a course are the product of its credit hours times the quality points for the grade received in it. A grade of A earns quality points equal to 4.0 times the credit hours in the course; a grade of A-, quality points equal to 3.7 times the credit hours, and so on.

**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. Quality points are computed to two decimal places. They are truncated, not rounded.**

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 a scholastic average of 2.00 ( $32 \div 16$ ); students who earn 51.1 quality points while attempting 16 hours have an average of 3.19 ( $51.1 \div 16$ ). 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 2.86 ( $192 \div 67$ ).

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

A	Outstanding scholarship. 4 quality points per credit hour.
A-	3.7 quality points per credit hour.
B+	3.3 quality points per credit hour.
B	Superior work. 3 quality points per credit hour.
B-	2.7 quality points per credit hour.
C+	2.3 quality points per credit hour.
C	Average. 2 quality points per credit hour.
C-	1.7 quality points per credit hour.
D+	1.3 quality points per credit hour.
D	Work of the lowest passing quality. 1 quality point per credit hour.
F	Failure. If the subject is required, the course must be repeated. No credit hours, no quality points.
FA	Failure because of excessive absences.
HP	High Pass. Honors Program only.
P	Pass. Honors Program only.
W	Withdrawal through proper procedure.
WF	Withdrawal without following proper procedure.
AD	Audit.
AW	Auditor who fails to fulfill attendance requirements.
SA	Satisfactory. This grade is used in noncredit courses.
I	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.
X	Absent from final examination. Courses whose final exams are not completed within one month following the last scheduled examinations will convert to a grade of F.
CR	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.

**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.**

## 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, including plagiarism, inappropriate use of technology, or any other kind of unethical or dishonest behavior, may subject the student to severe academic penalties, including dismissal.

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. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

Instructors should indicate specific penalties for academic dishonesty in their course syllabi. Penalties, appropriate to the severity of the infraction, may include zero for the assignment or failure in the course. In cases of academic dishonesty where the student chooses to withdraw from a course rather than receive a course grade of F, the grade of F instead of W may be assigned at the faculty member's discretion. In egregious cases and/or cases of repeat dishonesty, additional penalties may be determined by the dean, such as suspension or dismissal from the University. In a case of dismissal, Academic Dismissal will be noted on the transcript.

Any appeal by a student is to be made first to the instructor. If disputes of interpretation arise, the faculty member and chair will attempt to resolve the difficulty with the student. If this does not lead to a resolution, the appropriate associate academic dean of the College of Arts and Sciences or the Boler School of Business normally will rule in the matter.

A written report of the incident by the instructor or department chair will be sent to the dean of the College of Arts and Sciences, who will keep a written record of the complaint when it is filed, and will forward a copy of the complaint to the appropriate associate dean's office at the time. The associate dean will

place a copy of this record in the student's file and provide the student with a copy. A written record of the complaint is kept for cases of repeat violations. The associate dean will review the case and determine if, in light of other information and records, further disciplinary action is warranted.

The student has the right to appeal the accusation of academic dishonesty if the student believes it to be in error. The Policy and Procedure for Appeal of a Charge of Academic Dishonesty (steps 1-5 below) will be followed if a student wishes to contest a finding of academic dishonesty.

### **Policy and Procedure for Appeal of a Charge of Academic Dishonesty**

**Policy.** The instructor has both the professional competence and the jurisdiction to determine instances of academic dishonesty; the student has the right to appeal the charge when the student believes it to be in error. The only basis for an appeal is whether the charge has been determined fairly within the system described in the syllabus by the faculty member.

Every student has the right to know at the beginning of any semester how academic dishonesty will be handled. 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 to the 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 charge of academic dishonesty should first make an effort to discuss the matter with the instructor and attempt to resolve the problem concerning the disputed charge. (If the instructor is away from the University during the period of the appeal, the student may proceed directly to the department chair.)

**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 appeal by the end of the sixth week after the student is notified of the charge. The appeal must be made in writing to the instructor and a copy sent to the department chair, who will then schedule a meeting with the student and the instructor. For appeals unresolved at the end of the semester the student will select between receiving the course grade calculated with the penalty or an incomplete (I) for the course.

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



### **Step 4.**

- a. If the associate dean judges that the appeal is without sufficient basis, the associate dean can so rule, and the case is closed.
- b. If the associate dean is in doubt or thinks it possible that the grade should be changed contrary to the wishes of the instructor, the appeal moves to a committee comprised of three faculty members from the University.

To form the appeals committee, the associate dean will request the Faculty Council to provide a list of the names of nine, randomly selected, faculty members. From this list, the associate dean, the instructor, and the student *each* will choose three to consider the matter. Faculty unanimously selected will sit on the appeals committee; if agreement on the three cannot be reached, the associate 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 an instructor's academic honesty policy is academically sound; rather it will attempt to establish whether an instructor's 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 decide by majority vote whether to recommend that the grade be changed and will provide the associate dean with a written explanation of its recommendation. The associate dean will make the final decision after carefully considering the recommendation of the committee. If the final decision is contrary to the recommendation of the committee, the associate dean should explain the reasons for the decision in writing to the committee.

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

### **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 chair.)

**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 chair, who will then schedule a meeting with the student and the instructor.

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

**Step 4.**

- a. If the associate dean judges that the appeal is without sufficient basis, the associate dean can so rule, and the case is closed.
- b. If the associate dean is in doubt or thinks it possible that the grade should be changed contrary to the wishes of the instructor, the appeal moves to a committee comprised of three faculty members from the University.

To form the appeals committee, the associate dean will request the Faculty Council to provide a list of the names of nine, randomly selected, faculty members. From this list, the associate dean, the instructor, and the student *each* will choose three to consider the matter. Faculty unanimously selected will sit on the appeals committee; if agreement on the three cannot be reached, the associate 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 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 decide by majority vote whether to recommend that the grade be changed and will provide the associate dean with a written explanation of its recommendation. The associate dean will make the final decision after carefully considering the recommendation of the committee. If the final decision is contrary to the recommendation of the committee, the associate dean should explain the reasons for the decision in writing to the committee.

**Step 5.** The associate dean will then notify the instructor, the department chair, 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 available 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 report released should apply online at <http://www.jcu.edu/registrar/transcripts.htm>, or by signed letter to the Office of the Registrar at least two weeks in advance of need. To protect students and alumni, no telephone requests for transcripts will be honored. 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 Repeat Policy

Students may repeat only once a course in which they receive a C- or lower; the higher grade received will be counted in their cumulative GPA. The other grade will remain on the transcript but will not count toward the cumulative GPA, nor will it count for credit toward graduation. Repeated courses must be taken at John Carroll. Students must submit an online academic petition to their academic advisor and the chair of the department in which the course was taught, requesting permission to repeat the course.

### Graduation Requirements

Students must apply for graduation through the online graduation application available through BannerWeb during the period announced in the University calendar.

Graduation requirements include general requirements, all Core requirements, and all requirements for the major. Successful completion of at least 120 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 courses. The College of Arts and Sciences requires students to meet with their major advisor to review the

completion of their degree. An audit signed by the major advisor and department chair is required by some interdisciplinary programs by the end of October for May graduation. The last 30 semester hours must be completed in residence at John Carroll University.

Student academic records are sealed at the time the degree is conferred. After the degree conferral date, changes—with the exception of errors or omissions—cannot be made to the student record.

### **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. If the course(s) needed to graduate is (are) not offered at John Carroll University during the summer, arrangements must be completed which will ensure proper transfer to the student's degree program at John Carroll. Students planning to graduate in August should have completed an application by April 1 for the College of Arts and Sciences and by October 1 for the Boler School of Business.
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. Quality points are computed to two decimal places and are truncated, not rounded.
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.

### **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 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. Quality points are computed to two decimal places and are truncated, not rounded.

**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 commencement the following 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. Averages are computed to two decimal places and truncated, not rounded.

**Academic Probation**

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

0-12	earned hours	1.75	25-47	earned hours	1.90
13-24	earned hours	1.80	after 48	earned hours	2.00

Probation is imposed by the appropriate assistant dean at the end of any semester in which 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 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. Student athletes are not permitted to travel with varsity teams for competition, though they may be on the bench in street clothes for home contests. If the student chooses to continue to practice with the team, a season of participation will be charged to their eligibility.
3. They may not pledge a fraternity or sorority, or hold any elective or appointive office on campus.

**Freshman Privilege**

Freshman Privilege is intended to help students recover from choices related to their academic major that turned out not to match their real interests or talents. Students who have received below a C- in courses **required** in their intended program of study are eligible to petition for freshman privilege. A successful petition for freshman privilege allows a student to remove the deficient grade or grades from their cumulative GPA. A student who makes this choice may not continue in the academic major for which they requested freshman privilege.

A petition for Freshman Privilege will be reviewed by the chair of the relevant academic department and the Office of Academic Advising and must be submitted before the student earns 40 credit hours. Courses for which the privilege has been granted remain listed on the student's permanent record (transcript) with the designation FP.

### **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. Students who have been academically dismissed twice may not apply for reinstatement. (For conditions of reinstatement, see page 23.)

## **TRANSFER OF CREDIT**

### **Transcripts**

Students who wish transcripts of records in order to transfer to another school or for other purposes should apply online at <http://www.jcu.edu/registrar/transcript.htm> or by signed letter to the Office of the Registrar 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 \$5 is required for each transcript. Transcripts are released only when all outstanding balances have been paid. Further information about the services provided by the Office of the Registrar can be found on pages 59-60 of this *Bulletin*.

### **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 assistant dean, students may assume such concurrent enrollment status at other accredited institutions. The following are situations for which assistant 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 Cleveland area. 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 assistant dean of the appropriate college, as well as the registrars at the home and host institutions.

## 2. Study Abroad

Students are encouraged to study abroad as part of their regular academic program. Students in any major can be accommodated on study-abroad programs. They may participate in semester-long, year-long, summer, or short-term (spring break or between semester) programs. Students work with their academic advisors to select course work abroad that meets requirements for their major(s), minor, and Core Curriculum. Students must submit transient petitions online to gain approval for course work taken abroad, which is approved by the chair of the relevant department. Students must secure approval for all course work *before* they begin their study abroad program. For programs that have been approved by the academic vice president, all courses taken abroad are converted to a letter grade by the Office of the Registrar, and are calculated in the student's grade point average (GPA). For programs from non-affiliated institutions, only the course credits will transfer; GPA will not be affected. Students must earn a grade of C or better for a course to transfer, and courses may not be taken on a Pass/Fail basis.

John Carroll University operates its own faculty-led semester-long programs at Vatican City, in Madrid, Spain, and in London, England. John Carroll currently has study-abroad and exchange agreements with universities in many different countries. Additionally, through John Carroll's membership in the International Student Exchange Program (SEP), students have the opportunity to enroll at over 340 institutions worldwide for a semester, year, or summer. For a complete current list of programs, consult the Center for Global Education's website at <http://sites.jcu.edu/global>. Students are able to apply their financial aid packages for most John Carroll programs but should check with the Office of Financial Aid as part of the application process.

Students may participate in programs that are not affiliated directly with John Carroll University through third-party providers or by directly enrolling at the foreign institution, but they must still submit a complete application through the Center for Global Education, be approved by the Center for Global Education, and follow the same procedures to ensure that their course work will transfer to John Carroll. Students wishing to study abroad during their final year must also gain approval from the appropriate academic dean's office to ensure that they will still graduate in a timely manner.

Students in the International Business with Language and Culture program in the Boler School of Business are required to study abroad in a non-English-speaking country and to carry out an international internship.

## 3. Washington Internships

John Carroll University participates in two semester-long internship programs in Washington, D.C., with (1) the Washington Center and (2) the Washington Semester at American University. Twelve to sixteen credit hours may be completed and transferred to John Carroll. Interested students should contact Dr. David Kleinberg (Center for Global Education) for the Washington Center

and Dr. Elizabeth Stiles (Department of Political Science) for the Washington Semester.

#### 4. **Courses at other accredited institutions**

John Carroll students who wish to take courses at another institution will ordinarily first consult with their advisors. Then they must submit an online transient petition for approval **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.







Dr. Jacqueline J. Schmidt, Professor of Communication  
Recipient of the Distinguished Faculty Award for 2014

# Department and Course Codes

The department or program and course subject codes for all units of the University are arranged in the single alphabetical list that appears on page 122. The subject 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, program 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 and listed in the *Graduate Studies 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, 163 – are attached to courses that run for two semesters but 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.

## Department, Program and Course Subject Codes

The table below provides a list of course subjects and their codes. Affiliated program or department codes are listed in parentheses if different than the course subject codes.

Arabic (CMLC)*	AB	Honors Program	HP
Accountancy	AC	Human Resource Management (MML)	HR
Art History and Humanities	AH	International Business with Language and Culture	IB
Arts and Sciences	AR	International Cultures (CMLC)	IC
Biology	BL	Management (MML)	MN
Boiler Professional Development	BPD	Marketing (MML)	MK
Business Information Systems (MML)**	BI	Mathematics (MT/CS)	MT
Business Logistics (MML)	BL	Military Science	MS
Communication and Theatre Arts	CO	Modern Languages (CMLC)	ML
Computer Science (MT/CS)	CS	Peace, Justice, and Human Rights	PJHR
East Asian Studies	EA	Philosophy	PL
Economics (EC/FN)	EC	Physical Education (EPAS)	PE
Education and School Psychology	ED	Physics	PH
Engineering Physics (PH)	EP	Political Science	PO
English	EN	Pre-Health Professions	PHP
Entrepreneurship	ER	Psychological Science	PS
Exercise Science, Physical Education, and Allied Health (EPAS)	EPA	Russian (CMLC)	RS
Finance (EC/FN)	FN	Slovak (CMLC)	SL
Fine Arts	FA	Sociology and Criminology	SC
French (CMLC)	FR	Spanish (CMLC) SP	SP
German (CMLC)	GR	Sports Studies (EPAS)	SPS
Greek (CMLC)	GK	Theology and Religious Studies	TRS
History	HS	Women's and Gender Studies	WG

\*CMLC: Department of Classical and Modern Languages and Cultures

\*\*MML: Department of Management, Marketing and Logistics

# Department Chairs

## **ACCOUNTANCY**

Albert Nagy, Ph.D.

## **ART HISTORY AND HUMANITIES**

Anne Kugler, Ph.D.  
(Interim)

## **BIOLOGY**

Michael P. Martin, Ph.D.

## **CHEMISTRY**

Michael P. Setter, Ph.D.

## **CLASSICAL AND MODERN LANGUAGES AND CULTURES**

Martha Pereszlenyi-Pinter, Ph.D.

## **THE TIM RUSSERT DEPARTMENT OF COMMUNICATION AND THEATRE ARTS**

Mary E. Beadle, Ph.D.

## **COUNSELING AND EXERCISE SCIENCE**

Cecile Brennan, Ph.D.

## **ECONOMICS AND FINANCE**

Andrew Welki, Ph.D.

## **EDUCATION AND SCHOOL PSYCHOLOGY**

Catherine A. Rosemary, Ph.D.

## **ENGLISH**

John S. McBratney, Ph.D.

## **HISTORY**

Daniel P. Kilbride, Ph.D.

## **MANAGEMENT, MARKETING, AND LOGISTICS**

Richard Greci, Ph.D.  
(Interim)

## **MATHEMATICS AND COMPUTER SCIENCE**

Paul L. Shick, Ph.D.

## **MILITARY SCIENCE**

Matthew Johnson (LTC)

## **PHILOSOPHY**

Dianna Taylor, Ph.D.

## **PHYSICS**

Jeffrey Dyck, Ph.D.

## **POLITICAL SCIENCE**

Dwight R. Hahn, Ph.D.

## **PSYCHOLOGICAL SCIENCE**

Sheri D. Young, Ph.D.

## **SOCIOLOGY AND CRIMINOLOGY**

Phyllis Braudy Harris, Ph.D.

## **THEOLOGY AND RELIGIOUS STUDIES**

Sheila E. McGinn, Ph.D.

# Accountancy (AC)

*Professors:* R. Bloom, G. P. Weinstein, A. L. Nagy (Chair), K. Schuele;  
*Assistant Professors:* M. Webinger, X. Liu; *Visiting Instructor:* A. Choi;  
*Executives-in-Residence:* G. G. Goodrich, D. Dailey

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 realized through a broad-based, liberal arts education consistent with the values 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 further seeks to develop and provide quality service courses for other undergraduate and graduate areas of study within the University as well as 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 201 and 202 before being accepted as majors. Furthermore, it is strongly recommended that majors earn at least a C in EC 201-202 *and* EC 208.

A significant number of graduates begin their careers with public accounting firms while others obtain positions in industry, government, and not-for-profit organizations. Upon completion of the accountancy program, graduates may seek professional certification by taking the examinations to become, for example, a Certified Public Accountant (CPA), a Certified Management Accountant (CMA), a Certified Fraud Examiner (CFE), or a Certified Internal Auditor (CIA).

To qualify for the CPA certificate in virtually every state, including 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.

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 appear in the *Graduate Studies Bulletin*.

### **Program Learning Goals: Undergraduate Accountancy Major**

Graduating seniors in AC will:

- Be prepared for a career in professional accounting and licensure as Certified Public Accounts.
- Have a working knowledge of the functional areas in accounting.
- Develop an understanding of professional codes of conduct in accounting (e.g., public and managerial accounting).
- Develop an understanding of various aspects of global business
- Develop an understanding of various aspects of information technology.
- Solve accounting problems using appropriate analytical techniques.

### **Requirements**

**Major in Accountancy:** 70 credit hours as described below.

**Business Core:** 40-43 credit hours, including MN 463.

**Major Courses:** 27 credit hours (a minimum of 15 hours must be in residence), including AC 303, 304, 312, 321, 341, 431, and two electives; MN 464.

Elective courses in accountancy (AC 405, 422, 461, 481, 483, 484, 498) enable majors 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 subsequently be retested.

**201-202. ACCOUNTING PRINCIPLES 3 cr. each.** Prerequisite: sophomore standing. Elements of accounting theory, covering revenues, expenses, assets, liabilities, and equity; 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.

**221. FUNDAMENTALS OF ACCOUNTING 3 cr.** Provides an understanding of the purpose and use of accounting information through the study of generally accepted accounting principles and concepts as applied to financial statements. Includes measurement of assets, debt, and equities; determination of income; preparation of statement of cash flows. Offered occasionally as an online course. Does not satisfy the degree requirements for the major.

**303-304. INTERMEDIATE ACCOUNTING 3 cr. each.** Prerequisites: for AC 303, minimum grade of C in AC 201 and 202, and AC 290 or equivalent; for AC 304, minimum grade of C in AC 303. Preparation and analysis of the income statement, the statement of comprehensive income, the balance sheet, and the statement of cash flows. Coverage of key issues in financial reporting, including differences between U. S. Generally Accepted Accounting Principles and International Financial Reporting Standards.

**310. ACCOUNTING FOR FINANCE MAJORS 3 cr.** Prerequisite: AC 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; applications of accounting principles.

**312. COST ANALYSIS AND BUDGETARY CONTROL 3 cr.** Prerequisite: minimum grade of C in AC 303. Difference between managerial and financial accounting; cost terminology and behavior; ethical and behavioral considerations for the management accountant; analysis and technology to support costing methods for different types of manufacturing processes; budgets for planning and control of operations; cost and profit analysis for decision making.

**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 credits for individuals. Emphasis on theory of taxation; preparation of returns used to illustrate theory.

**341. ACCOUNTING INFORMATION SYSTEMS 3 cr.** Prerequisites: BI 200 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 computerized accounting systems; internal control.

**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 department courses. Specific topics, methods of presentation, and student requirements will be designated by the seminar leader.

**422. FEDERAL TAXES II 3 cr.** Prerequisites: AC 321 and minimum grade of C in AC 304. Designed to acquaint students with significant tax issues as well as reporting requirements of taxpaying entities other than individuals, including corporations, partnerships, estates, and trusts. Also, reviews tax research techniques, corporate restructuring, and international operations. Recommended for students wishing to pursue CPA licensure.

**431. AUDITING 3 cr.** Prerequisites: AC 341 and minimum grade of C in AC 304. Auditing standards, ethics, audit reports, accountants' legal liability, the effects of Sarbanes-Oxley and the PCAOB, changes from the ASB Clarity project, and other 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.

**461. INTERNATIONAL ACCOUNTING 3 cr.** Prerequisite: minimum grade of C in AC 304. Focuses on cultural differences that underlie specific patterns of accounting standards and practices in different countries. Emphasis on understanding financial reports of foreign-based companies. Additional emphasis on contrasting selected IFRS and FASB standards.

**481. ADVANCED FINANCIAL ACCOUNTING 3 cr.** Prerequisite: minimum grade of C in AC 304. Advanced problems in accounting not covered in AC 304, including accounting for partnerships, business combinations, and foreign currency transactions. Recommended for students wishing to pursue CPA licensure.

**483. SEMINAR IN CONTROLLERSHIP 3 cr.** Prerequisites: minimum grade of C in AC 304. Advanced topics in controllership not covered in other AC courses. Focus on the role of the controller as chief financial and managerial accounting officer; also, the impact of ethics.

**484. ACCOUNTING THEORY AND POLICY 3 cr.** Prerequisite: minimum grade of C in AC 304. Review of accounting theory and its effects on standards development and policy decisions with respect to contemporary business problems and issues. Particular emphasis on current and evolving state of U.S. GAAP and IFRS.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: Accountancy major with an overall GPA of 3.0 or higher; permission 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 accounting, establishes goals, and develops a plan of study that must be approved by the chair and filed with the dean's office. Consult the chair for guidelines established for such study.



# Arabic (AB)

*Lecturers:* R. Islambouli, S. Khoury

The program in Arabic is offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page 173.)

The reasons for studying Arabic are many. The United Nations adopted Arabic as one of its six official languages in 1974. Today Arabic is the native language of over 200 million people as well as the liturgical language for over a billion Muslims throughout the world. It is also the official language of countries from North Africa to the Arabian Gulf (Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates, Yemen). Events in the Middle East affect our daily lives, and, with the study of Arabic, students can gain unique insights into the cultural, religious, and political forces of this region. The Middle East is also the birthplace of civilization and the cradle of the three major monotheistic religions, home to some of the world's greatest archeological and religious sites, and the locus of two-thirds of the world's known oil reserves. Moreover, it is rich in culture and folkways. A knowledge of Arabic will greatly enhance the enjoyment of travel to that part of the world and the ability to work and interact effectively with its inhabitants. In addition, the study of Arabic can lead to careers in fields such as journalism, international finance, business, foreign service, political intelligence, law, and academe. The U.S. government considers Arabic a critical language, and many scholarships are available.

Students interested in Islamic studies should consult the Nursi Chair in Islamic Studies, housed in the Department of Theology and Religious Studies, page 411. Students who are interested in a self-designed minor in Arabic language should consult the CMLC department chair. (Permission of the appropriate associate dean of the College of Arts and Sciences is also required.)

Students also are encouraged to participate in study abroad programs and should consult early on with the coordinator of the Arabic language program and/or the department chair, and also with the Center for Global Education.

**101. BEGINNING ARABIC I 3 cr.** Introduction to the sound and writing system of the Arabic language. Provides basic structural and lexical knowledge that will enable students to communicate orally and in writing in Arabic at the beginning level. Emphasis on real-life situations through structured activities and grammatical exercises, with an overview of Arabic customs and culture. Individual, pair, and group work, and computer-assisted instruction. For students with little or no previous study of Arabic or by placement test.

**102. BEGINNING ARABIC II 3 cr.** Prerequisite: AB 101 or equivalent or by placement test. Continuation of AB 101.

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Arabic at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201. INTERMEDIATE ARABIC I 3 cr.** Prerequisite: AB 102 or equivalent or by placement test. Builds on the structural and lexical base provided in AB 101-102 to move students to an intermediate level in listening, speaking, and writing. Individual, pair, and group work, and computer-assisted instruction.

**202. INTERMEDIATE ARABIC II 3 cr.** Prerequisite: AB 201 or equivalent. Continuation of AB 201.

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Arabic at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301-302. ADVANCED ARABIC 3 cr.** Advanced study of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar.

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Arabic at the advanced level. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr. each.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.



# Art History and Humanities (AH)

*Professors:* L. A. Koch, L. S. Curtis; *Associate Professor:* G. B. Guest;  
*Assistant Professor:* B. Liu

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 course work. Those enrolled in upper-division 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 prepare exhibits, do archival research on objects, assist with public lectures, conduct surveys, work with public relations, or work in visual resources. Internships are also available with area organizations such as the Museum of Contemporary Art, 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 World Art (AH 201) is a prerequisite for all courses offered by the department. After completing the introductory survey, students may take any of the upper-division (200-400) courses for which they feel prepared.

The department participates in the graduate program leading to the Master of Arts in humanities. Program requirements and course descriptions are published in the *Graduate Studies 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. Course selection should be made in consultation with the department chair or a designated advisor.

### Program Learning Goals in Art History

Students will:

1. Recognize and understand major artists and monuments of world art, and be able to identify the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to make comparisons across cultures and time periods, leading to an understanding of art and culture within a global context.
2. Demonstrate a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields.
3. Engage with the curatorial and institutional dimensions of art collections and exhibitions by studying at local cultural institutions, including the Cleveland Museum of Art and the Museum of Contemporary Art.
4. Be able to locate, interpret, and analyze primary and secondary sources relevant to solving research problems in the visual arts.
5. Recognize, understand, and apply critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives.

### Major and Minor Requirements

**Major in Art History:** 36 credit hours, including the following courses: Greek and Roman (AH 317), Medieval (AH 318), Italian Renaissance (AH 303), 19<sup>th</sup> 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). Students must also take one studio art class to complete the Art History major. Any subsequent studio classes will not be counted towards the required 36 hours. Students must create a capstone portfolio to complete the major in Art History.

**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.*

**The Humanities Major and Minor** are described on pages 292-294.

**Note:** AH 201 is a prerequisite for all other AH courses.

**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 for all other AH courses that provides a firm foundation for further study and familiarity with the methodology of art history. Note: this course is being phased out and will be replaced by AH 201.

**201. INTRODUCTION TO WORLD ART 3 cr.** Introduction to world art focusing on major works and themes from prehistory to the modern era. Painting, sculpture, and architecture of Europe, Asia, Africa, and the Americas will be considered in relation to political, religious, and intellectual contexts. A *prerequisite* for all other art history courses that provides a firm foundation for further study.

**210. INTRODUCTION TO 2-D DESIGN 3 cr.** The basic studio foundation course focusing on elements and principles of two-dimensional design and color theory. 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, Buddhism, Taoism, Confucianism, and Shintoism) from ancient times to the modern world. No previous knowledge of Asian art or culture is assumed.

**240. DRAWING I 3 cr.** Introduction to drawing media and techniques. Studio practice.

**242. PAINTING I 3 cr.** Introduction to materials, techniques, and styles of painting. Studio practice.

**248. INTRODUCTION TO GRAPHIC DESIGN 3 cr.** Introduction to the field of graphic design. Emphasis on the principles of visual communication, the use of images and letterforms as design elements, and the history of graphic design.

**250. ART STUDIO 3 cr.** Prerequisite: AH 201 or department chair permission. Intermediate-level study of the materials, techniques, and styles of drawing or painting. Studio practice.

**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.

**298. PROBLEMS IN STUDIO ART 1-3 cr.** Aspects of studio art, e.g., drawing, painting, and/or sculpture, which change by semester. No prerequisite; AH 201 highly recommended.

**299. 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.

**301. NORTHERN RENAISSANCE ART 3 cr.** Painting, sculpture, and prints of northern Europe in the 15<sup>th</sup> and 16<sup>th</sup> 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 14<sup>th</sup> through the 16<sup>th</sup> centuries, 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 17<sup>th</sup>-century Europe from the Catholic Reformation through the reign of Louis XIV of France, including artists such as Caravaggio, Bernini, Rembrandt, Rubens, Velázquez, and Poussin.

**307. NINETEENTH-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 U.S. painting, sculpture, and architecture from colonial times to the contemporary era. 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.

**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 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 20<sup>th</sup> century, with emphasis on the cultural, aesthetic, and religious contexts 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 20<sup>th</sup> 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 3 cr.** Art and culture of Africa and the Pacific Islands. Gold work, pottery, ivory, and ritual costume. No previous knowledge of the art or culture of these areas is assumed.

**316. ART OF THE ANCIENT AMERICAS 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. 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 Rome. Focus on the art of Periclean Athens, Hellenistic Greece, the Roman Republic, and the Empire.

**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-12<sup>th</sup> century to the refined grace of the courtly art of the late 14<sup>th</sup> 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.

**322. ART AND WOMEN IN THE MIDDLE AGES 3 cr.** A consideration of the importance of women, both real and imagined, for understanding Medieval art. Topics include art commissioned by women, art intended for female viewers, and the iconography of women in the period. Special attention will be paid to the visual construction of gender.

**323. ART AND RELIGION OF EAST ASIA 3 cr.** Examines major religious traditions and related art in China, Japan, and Korea. Painting, sculpture, and architecture from Daoism, Buddhism, Shinto, and Confucianism will be covered.

**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, Cézanne, 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.** Developments in painting, sculpture, and architecture in Rome during the 16<sup>th</sup> 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 15<sup>th</sup> and 16<sup>th</sup> 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 Nabis, in the context of late 19<sup>th</sup>-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 20<sup>th</sup>-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)

These courses are designed to improve basic skills and provide knowledge and direction essential to success in college and later life.

Students may apply a maximum of four 1-credit AR courses toward graduation. Unless otherwise specified, no more than eight 1-credit courses from any combination of courses in Arts and Sciences (AR), Communication (CO) 140-175, Career Education (CE), Fine Arts (FA), International Cultures (IC) and/or Physical Education (PE) 120-174 may be applied toward graduation.

## Arts and Sciences (AR)

**101. ADVISING COHORT 0 cr.** For all first-year students. Discussion of curricular and co-curricular options and academic planning to ensure a smooth transition to the University. Graded Satisfactory/Unsatisfactory.

**101B. ADVISING COHORT: BOLER SCHOOL OF BUSINESS 0 cr.** For all first-year students. Discussion of curricular and co-curricular options and academic planning to ensure a smooth transition to the University. For students interested in programs in international business, accountancy, economics and finance, human resources, business logistics, management, and marketing. Graded Satisfactory/Unsatisfactory.

**101E. ADVISING COHORT: EDUCATION AND SCHOOL PSYCHOLOGY 0 cr.** For all first-year students. Discussion of curricular and co-curricular options and academic planning to ensure a smooth transition to the University. For students interested in pursuing licensure in Early and Middle Childhood Education. Graded Satisfactory/Unsatisfactory.

**101G. ADVISING COHORT: EXPLORATORY/GENERAL STUDIES 0 cr.** For all first-year students. Discussion of curricular and co-curricular options and academic planning to ensure a smooth transition to the University. For students interested in exploring many areas of the curriculum before choosing one or more subjects to study in depth. Graded Satisfactory/Unsatisfactory.

**101H. ADVISING COHORT: HUMANITIES AND SOCIAL SCIENCES 0 cr.** For all first-year students. Discuss curricular and co-curricular options and academic planning to ensure a smooth transition to the University. For students interested in programs in art history, history, communication, languages and literature, philosophy and religious studies, political science, or sociology. Graded Satisfactory/Unsatisfactory.

**101S. ADVISING COHORT: STEM AND ALLIED HEALTH 0 cr.** For all first-year students. Discussion of curricular and co-curricular options and academic planning to ensure a smooth transition to the University. For students interested in programs in science and engineering, computer science, mathematics, and psychology. Graded Satisfactory/Unsatisfactory.

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

**120. PURPOSE AND PLACE: EXPLORING CAMPUS, COMMUNITY, AND SELF 1 cr.** Designed to help first-year students with the transition to college and to promote their engagement in all facets of their educational experience.

**144. WE THE PEOPLE FIRST-YEAR SERVICE LEARNING PRACTICUM 0-1 cr.** Prerequisite: first-year standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**145. YOUTH FOR JUSTICE FIRST-YEAR SERVICE LEARNING PRACTICUM 0-1 cr.** Prerequisite: first-year standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**146. PROJECT CITIZEN FIRST-YEAR SERVICE LEARNING PRACTICUM 0-1 cr.** Prerequisite: first-year standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**150A. ARRUPÉ SCHOLARS FOR SOCIAL ACTION ORIENTATION 1 cr.** Prerequisites: admission to Arrupe Scholars program and first-year status. Orientation to program goals and engagement in leadership for social action.

**150B. ARRUPÉ SCHOLARS FOR SOCIAL ACTION FIRST-YEAR SEMINAR 1 cr.** Prerequisites: admission to Arrupe Scholars program and first-year status. Development of intellectual skills that foster social action leadership.

**160. IMMERSION: CAMPUS MINISTRY 1 cr.** Introduction to the social, political, economic, cultural, and religious issues affecting the different locations to which students travel for immersion experiences. Students also will learn how to approach new cultures, explore their own spirituality, and be open to letting personal stories move them. Three post-immersion meetings facilitate reflection and discussion about the current and future effects of the experience. May be repeated for up to 3 credits.

**171. INTERDISCIPLINARY SCIENCE 3 cr.** Corequisite: AR 171L. Interdisciplinary approach to science teaching in elementary school. Topics include concepts in biology, chemistry, and physics. Coordinated by science departments and the Department of Education and School Psychology.

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

**197. EXPERIENTIAL COLLEGE 0-1 cr.** Introduction to the cultural arts and natural resources of Cleveland. Multiple sections will be offered, each focusing on a topic such as film, music, ethnic communities, and the environment. Pass/Fail. May be repeated for up to 4 credits.

**199. SPECIAL TOPICS 1-3 cr.** Specific content announced in the schedule of classes.

**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 120.

**203. PROBLEM SOLVING 1 cr.** 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 finding a solution.

**244. WE THE PEOPLE SOPHOMORE SERVICE LEARNING PRACTICUM 0-1 cr.** Prerequisite: sophomore standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**245. YOUTH FOR JUSTICE SOPHOMORE SERVICE LEARNING PRACTICUM 0-1 cr.** Prerequisite: sophomore standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**246. PROJECT CITIZEN SOPHOMORE SERVICE LEARNING PRACTICUM 0-1 cr.** Prerequisite: first-year standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**250. ARRUPÉ SCHOLARS FOR SOCIAL ACTION: SOLIDARITY 1 cr.** Prerequisites: admission to Arrupe Scholars program and second-year status. Development of a commitment to solidarity through studying multiple disciplinary lenses.

**299. SPECIAL TOPICS 1-3 cr.** Specific content announced in the schedule of classes.

**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 page 118.

**344. WE THE PEOPLE JUNIOR SERVICE LEARNING PRACTICUM 0-1cr.** Prerequisite: junior standing. Participation in and preparation for the *We, the People* service learning program. Pass/Fail. May be repeated once.

**345. YOUTH FOR JUSTICE JUNIOR SERVICE LEARNING PRACTICUM**

**0-1 cr.** Prerequisite: sophomore standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**346. PROJECT CITIZEN JUNIOR SERVICE LEARNING PRACTICUM 0-1**

**cr.** Prerequisite: first-year standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**350. ARRUPPE SCHOLARS FOR SOCIAL ACTION JUNIOR EXPERIENCE**

**1 cr.** Prerequisites: admission to the Arrupe Scholars program and third-year status. Development of social analysis skills that lead to social action.

**360. LONDON STUDY ABROAD EXPERIENCE 1 cr.** Online seminar for students in the London Liberal Arts program. Students engage in preparatory, experiential, and reflective learning exercises to explore cross-cultural learning and adjustment; examine social, political, and cultural similarities and differences; and take advantage of opportunities for the development of intercultural competence. The course is divided into three parts: Part I (Pre-Departure), Part II (In-Country), and Part III (Re-Entry). Required for all London Liberal Arts study abroad students. Pass/Fail.

**444. WE, THE PEOPLE SENIOR SERVICE LEARNING PRACTICUM 0-1**

**cr.** Prerequisite: senior standing. Participation in and preparation for the *We, the People* service learning program. Pass/Fail. May be repeated once.

**445. YOUTH FOR JUSTICE SENIOR SERVICE LEARNING PRACTICUM**

**0-1 cr.** Prerequisite: sophomore standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**446. PROJECT CITIZEN SENIOR SERVICE LEARNING PRACTICUM 0-1**

**cr.** Prerequisite: first-year standing. Participation in and preparation for the *We, the People* service-learning program. Pass/Fail. May be repeated once.

**450. ARRUPPE SCHOLARS SENIOR CAPSTONE 1 cr.**

Prerequisites: admission to Arrupe Scholars program and senior status. Social analysis of policy that leads to advocacy and engages the campus. Portfolio presentation.

# Biology (BL)

*Professors:* C. H. Wideman, J. R. Johansen, J. L. Lissemore, C.A. Sheil, C. D. Anthony, M. P. Martin (Chair); *Associate Professors:* R. E. Drenovsky, E. E. Johnson, R. A. Saporito; *Assistant Professors:* P. J. Vanderzalm, J. I. Watling

## Major Programs

Biology encompasses the study of all organisms, and our curriculum provides students a solid foundation in: 1) cellular and molecular biology; 2) organismal biology; and 3) evolutionary biology, ecology, and biodiversity.

Through course work and mentored student research, faculty emphasize the importance of evolution in biological phenomena, the role of the environment in biological interactions, and ethical behavior in scientific endeavors. These experiences: 1) promote strong critical thinking and analytical skills; 2) provide hands-on experience in biological techniques; and 3) stimulate creative scientific thought.

The academic programs in biology prepare students for graduate and professional school, as well as for careers in the public and private sectors. Mentoring through academic advising, research, and internships prepares our students for future scholarship in addition to social and civic involvement.

The **Biology major** is intended for students seeking careers that require a strong background in biology and chemistry, including health professions (such as medicine, dentistry, optometry, pharmacy, nursing, physical therapy, occupational therapy, physician assistant, public health, and veterinary medicine), teaching, research, and other professions. This major also prepares students for graduate programs in biology and related disciplines such as organismal and evolutionary biology, ecology, developmental biology, physiology, and neuroscience.

The **Environmental Science major** is intended for students seeking careers in environmental and ecological fields, including environmental consulting, government, parks and recreation, teaching, research, environmental law, and other areas requiring strength in environmental science. This major also prepares students for graduate programs in ecology and environmental science.

The **Cell and Molecular Biology major** is intended for students seeking careers in medicine, biomedical research, biotechnology, pharmacy, healthcare, teaching, and other professions requiring a strong foundation in cellular and molecular processes. This major also prepares students for graduate study in fields such as cell biology, molecular biology, genetics, microbiology, pharmacology, and biochemistry.

All three majors require specific courses in biology, chemistry, mathematics, and other subjects. Students should be aware that some post-baccalaureate degree programs require physics for admission and should discuss course options with their advisors before making course decisions.

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**Major Declaration:** Students must achieve a minimum GPA of 2.5 in BL 155-160 to be considered for formal acceptance into the Biology or Environmental Science majors, or a minimum GPA of 2.5 in BL 155-158 and BL 213 for formal acceptance into the Cell and Molecular Biology major.

**Grade Policy** for students in all biology majors:

1. A grade of C- or higher must be earned in courses required for each major. A grade lower than C- requires that the course be repeated. In the case of an elective course for a major in which a grade below C- was earned, the student may petition to take an alternative course. Effective with the fall 2011 semester, this policy applies to all students in biology major courses, whether they have declared or not yet declared a biology major. Courses in which a grade lower than C- was earned prior to fall 2011 do not have to be retaken.
2. A cumulative GPA of at least 2.0 must be earned in courses required for each major.
3. A cumulative GPA of at least 2.0 must be earned in support courses required for each major. This policy applies to first-year and transfer students matriculating to John Carroll University in fall 2011 or later.

### **Program Learning Goals in Biology**

Students will:

1. Demonstrate a broad knowledge of biology and develop competency in specific areas of interest;
  - A. Understand the basic chemical principles, cell structure and organization, and metabolism of living organisms.
  - B. Understand plant and animal anatomy and physiology, with an emphasis on form and function.
  - C. Understand the diversity of organisms, systematic biology and phylogeny, and biological interactions over geological time.
  - D. Understand the principles of molecular, transmission, quantitative, evolutionary, and population genetics.
  - E. Understand the theory of evolution by natural selection.
2. Use an empirical approach to evaluate biological phenomena; and
3. Communicate biological knowledge effectively.

### **Program Learning Goals in Environmental Science**

Students will:

1. Demonstrate a broad knowledge of environmental science and develop competency in biology, chemistry, and earth science;

- A. Understand the basic chemical principles, cell structure and organization, and metabolism of living organisms.
  - B. Understand plant and animal anatomy and physiology, with an emphasis on form and function.
  - C. Understand the diversity of organisms, systematic biology and phylogeny, and biological interactions over geological time.
  - D. Understand the role of evolution in generating the diversity of form and function seen in life on Earth.
  - E. Understand the role of the environment in determining the outcome of biological interactions.
  - F. Identify the consequences of environmental changes arising from human activities.
2. Use critical thinking to evaluate and interpret biological and environmental phenomena;
    - A. Critically assess and accurately interpret scientific data presented in visual or tabular form.
    - B. Identify the scientific underpinnings of current environmentally-themed news.
  3. Collect and analyze scientific data and communicate its importance through effective oral and written presentation.
    - A. Demonstrate competence in conducting original research.
    - B. Present research results orally and in writing.

### **Program Learning Goals in Cell and Molecular Biology**

Students will:

1. Demonstrate a broad knowledge of biology and develop competency in specific areas of interest;
  - A. Understand the basic chemical principles, cell structure and organization, and metabolism of living organisms.
  - B. Understand plant and animal anatomy and physiology, with an emphasis on form and function.
  - C. Understand the principles of molecular, transmission, quantitative, evolutionary, and population genetics.
  - D. Understand cell signaling, regulation of protein function, eukaryotic cell cycle control, and cancer.
  - E. Understand gene and genome analysis, genome organization, transposable elements, chromosome structure, replication and expression of genetic information in eukaryotes.
2. Use an empirical approach to evaluate biological phenomena; and
3. Analyze biological data and communicate its importance through effective oral and written presentation.

### Major and Minor Requirements

**Note:** Students may earn a degree in only one of the majors listed here. Double and triple majors in biology are not permitted. A maximum of 3 credits of BL 398 and BL 399 combined will be accepted for any of the biology majors.

**Comprehensive Examination:** Students in all biology majors are required to pass the Major Field Test (MFT) in Biology within 12 months prior to their anticipated graduation date.

**Major in Biology:** 34 credit hours of biology courses, including at least one 400-level course (excluding BL 405, 417L and 478), plus 27 credit hours of supporting courses in other departments. Courses are to be chosen with advisor approval and always include applicable laboratory corequisites. Students may count one of the following courses/course sequences for Biology major credit: CH 431, CH 435-436, PS 326, or PS 426. CH 431 and CH 435-436 will be accepted as four BL credits whereas PS 326 and PS 426 will be accepted as three BL credits. None of these courses counts as the 400-level biology requirement.

*Required Courses:* BL 155, 156, 157, 158, 159, 160, 213; plus at least one course from each of the following areas: A) **cell-to-organism:** BL 230 and 231, 302, 350, 360, 410, 420, 471, or 475; B) **organism-to-biosphere:** BL 206, 222, 255, 331, 370, 406, 421, 423, 424, 425, 426, 435, 440, 447, or 454.

*Required Support Courses:* CH 141-144 (or 151H, 153), CH 221-224, MT 135 (or MT 133-134), MT 228.

**Minor in Biology:** 21 credit hours of biology courses, including BL 155-160 and three 200-400 level courses (including at least one laboratory course).

*Strongly Recommended:* CH 141-144, 221-224

**Major in Environmental Science:** 35-38 credit hours of biology courses, plus 23-28 credit hours of required support courses in other departments. Courses are to be chosen with advisor approval and always include applicable laboratory corequisites.

*Required Courses:* BL 155, 156, 157, 158, 159, 160, 222, 224 or 435, 331, 424 or 447, 444; plus two courses from: BL 206, 224, 255, 399 (3 cr.), 406, 417, 421, 423, 424, 425, 426, 435, 447, 454.

*Required Support Courses:* CH 141-144 (or 151H, 153); MT 135, 228; PH 115, 115L, 206; plus one course from: PO 361, 363; SC 290, 380.

*Strongly Recommended:* CH 221-224

**Major in Cell and Molecular Biology:** 34-37 credit hours of biology and biochemistry courses, plus 28-33 credits of required support courses in other departments. Courses are to be chosen with advisor approval and always include applicable laboratory corequisites.

*Required Courses:* BL 155, 156, 157, 158, 213, 459, 465, 470; CH 431 or 435, 437; plus three courses from: BL 159 and 160, 215, 301, 302, 310, 399 (3 cr.), 410, 470, 471, 475, CH 436.

*Required Support Courses:* CH 141-144 (or 151H, 153), CH 221-224; MT 135, MT 228, PH 125-126.

BL 155-160 is the normal introductory sequence for biology and environmental science majors. If, for a 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 26-31.

### **Pre-Health Professions**

Students planning to apply to medical or dental school are strongly advised to take genetics, biochemistry, statistics, calculus, and physics to prepare for these highly competitive programs. Medical and dental schools require a year of physics for admission. Requirements for other health professional programs can vary substantially so students must check the websites of specific programs and schools to inform themselves of the requirements.

Pre-health professions students are strongly urged to contact the director of the Pre-Health Professions Program at John Carroll University for more information and for assistance in planning their educational programs and applications to professional schools. Students are also advised to consult current publications and websites relevant to their 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*, and similar publications for specific professions, such as osteopathy, chiropractic, podiatry, veterinary medicine, physician assistant programs, nursing, physical therapy, occupational therapy, anesthesiology assistant, public health, and optometry.

Lake Erie College of Osteopathic Medicine and John Carroll University have an agreement whereby up to twenty seats per year are reserved for John Carroll students to enter LECOM's medical, dental, and pharmacy schools.

Ohio University Heritage College of Medicine and John Carroll University have an agreement whereby up to ten seats per year are reserved for John Carroll students to enter OU-HCOM's osteopathic medical schools. Established Ohio residents (both high school seniors and current JCU students) who meet admission requirements may apply for the program.

For additional information, please see page 97 in the Graduate and Professional Study section of this *Bulletin* and the Pre-Health Professions website ([www.jcu.edu/prehealth](http://www.jcu.edu/prehealth)).

### **Pre-Veterinary Students**

A minimum of eighty hours of work with a veterinarian is required by Ohio State University and most schools of veterinary medicine. Pre-vet students should contact the Pre-Health Professions director during their freshman year for assistance in planning and for information about specific requirements and application procedures.

### **Case Western Reserve University Graduate Entry Nursing Program**

Biology majors interested in nursing as a career may choose to enter a cooperative program in pre-nursing/nursing and earn the Bachelor of Science from John Carroll University and the Master of Nursing, Master of Science in Nursing, or Doctor of Nursing Practice 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 requirements: CH 141-144, CH 241-244, MT 135, MT 228, BL 155-160, BL 213, 230, 230L, 231, 231L, 310, 310L, and one organism-to-biosphere course. Three upper-level electives in the first year at Case Western Reserve University complete the major requirements: NUND 402, NUND 405, and NUND 408. After successful completion of one year of the Graduate Entry Program at the Frances Payne Bolton School of Nursing, the student will be awarded the Bachelor of Science with a Biology major by John Carroll University. To be eligible for this program, students must complete at least 60 credit hours 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 director of the Pre-Health Professions Program during the first semester of their sophomore year.

### **Ursuline College Accelerated Bachelor of Science in Nursing (B.S.N.) Program**

Ursuline College and John Carroll University have an agreement whereby at least two seats per year in the Breen College of Nursing at Ursuline College's Accelerated B.S.N. Program are designated for John Carroll University graduates. Students may apply to Ursuline College's Admissions Office (through the coordinator of B.S.N. Enrollment) as early as the beginning of their junior year at John Carroll University.

Prior to beginning nursing courses, applicants must complete the following courses with a GPA of at least 3.0: BL 155-158, 213, 230, 230L, 231, 231L, 310, 310L; CH 141-144, 221, 223; MT 122 (or MT 135 and 228); PL 316; PS 101, 175; SC 101; Nutrition (offered at other Cleveland-area institutions). In addition, applicants must have a GPA of at least 3.0 in mathematics and science courses and must be in good standing at John Carroll. Applicants for the two allotted seats will be considered in the order in which applications are received. When the designated seats are filled, other applicants will be considered on a case-by-case basis. Admission is not guaranteed, and acceptance into the program is at the sole discretion of Ursuline College. For more information, contact the John Carroll Pre-Health Profession director or visit the website for the Breen College of Nursing at Ursuline College (<http://www.ursuline.edu/Academics/Nursing/>).

### **Biology Minors and Interdisciplinary Concentration**

An optional minor in biology is available to students majoring in any subject outside of biology.

Biology majors may elect an interdisciplinary concentration or minors in areas such as **neuroscience, professional healthcare preparation, or population and public health**. It is strongly recommended that students interested in these programs investigate them as early as possible in their academic careers. Interested students should refer to page 97 in this *Bulletin* for more information.

### **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 School Psychology by the end of their freshman year for guidance on requirements.

### **Additional Information**

To receive a Bachelor of Science in biology, transfer students must complete a minimum of 17 credit hours in the Department of Biology at John Carroll University. To receive a minor in biology, students must complete a minimum of 13 credit hours in the Department of Biology at John Carroll University.

Many courses offered by the department include a laboratory and/or field-work component; these are listed as separate entries that immediately follow the entry for the corresponding lecture component of the course.

### **Graduate Studies in Biology**

The Department of Biology at John Carroll University offers a program of studies leading to the degree of Master of Science or Master of Arts. Degree requirements and courses are described in the *Graduate Studies Bulletin* and on the department website ([www.jcu.edu/biology](http://www.jcu.edu/biology)).

Biology majors planning to continue studies leading to master's or doctoral studies are urged to consult publications and websites relevant to the proposed area of study, including *Peterson's Guide to Graduate Study*, *Graduate Programs and Admissions Manual of the Graduate Record Examination Board*, and websites of schools to which admission will be sought. Students should also consult their biology advisor for undergraduate program recommendations. In addition, they can seek assistance from the department chair and coordinator of graduate studies.

**101. SPECIAL TOPICS IN BIOLOGY 3 cr.** For non-science majors. Offered on an irregular basis and based on a topic chosen by the instructor. Used primarily for designation of courses transferred from other universities.

**102. SPECIAL TOPICS LECTURE IN BIOLOGY 4 cr.** Corequisite: BL 102L. For non-science majors. Offered on an irregular basis and based on a topic chosen by the instructor. Used primarily for designation of courses transferred from other universities.

**102L. SPECIAL TOPICS LABORATORY IN BIOLOGY. 0 cr.** Corequisite: BL 102. Two hours of laboratory per week.

**109. ENVIRONMENTAL BIOLOGY 4 cr.** Corequisite: BL 109L. For non-science majors. 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, climate change and world population growth. Economic implications of, and possible 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. Emphasizes 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.

**112. HUMAN BIOLOGY 4 cr.** Corequisite: BL 112L. For non-science majors. Three hours of lecture per week. Basic human anatomy, physiology, and reproduction

**112L. HUMAN BIOLOGY LABORATORY 0 cr.** Corequisite: BL 112. Two hours of laboratory per week. Basic human anatomy, physiology, and reproduction using models, hands-on experimental techniques, and computer-based techniques.

**115. HUMAN GENETICS AND RACE 4 cr.** Corequisite: BL 115L. For non-science majors. Three hours of lecture per week. Basic principles of genetics, both at the transmission and molecular levels. Introduction to principles of cell division, inheritance, and human pedigree analysis. DNA structure, chromosomal organization, gene structure, gene expression, genetic variation, population genetics, and race.

**115L. HUMAN GENETICS AND RACE LAB 0 cr.** Corequisite: BL 115. Two hours of laboratory per week. Basic principles of scientific method and inheritance, molecular genetics, and biotechnology. Field trips and other activities when appropriate to the topic.

**155, 156, 159. PRINCIPLES OF BIOLOGY I-II-III 3-4 cr. each.** For science majors. 155 is prerequisite to 156 and 159. Three hours of lecture per week. 155: basic chemical principles; cell structure and organization; metabolism of plants and animals. 156: plant and animal anatomy and physiology. 159: biodiversity and evolutionary relationships among living organisms. Chair permission required for 4-credit BL 155, which includes supplemental readings on current and past events in biology, medicine, and medical ethics.

**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 anatomy and physiology. 160: evolutionary relationships among bacteria, algae, protists, fungi, and multicellular plants and animals.

**199. BIOLOGICAL PROBLEM SOLVING 1 cr.** Prerequisite: permission of instructor; corequisite: BL 155. Ninety minutes of lecture per week. Supplemental instruction on the topics of basic chemical principles, cell structure and organization, and metabolism of plants and animals.

**206. TROPICAL BIOLOGY 4 cr.** Prerequisite: permission of instructor; corequisite: BL 206L. For students participating in John Carroll's Costa Rica Study Abroad Program. Intensive lecture/laboratory/field course in Costa Rica examining tropical biology and emphasizing ecology, evolution, conservation, and sustainable agriculture.

**206L. TROPICAL BIOLOGY LABORATORY 0 cr.** Corequisite: BL 206. For students participating in John Carroll's Costa Rica Study Abroad Program.

**213. GENETICS 4 cr.** Prerequisites: BL 155-158. 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.** Prerequisites: BL 213 or a grade of at least B in both BL 155 and BL 157, plus 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 digests, DNA cloning, plasmid and genomic DNA isolation, polymerase chain reaction, and computer analysis of DNA and protein sequences.

**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 among plants, animals, and the physical environment. Ecological theory as it relates to population ecology, community dynamics, biogeochemical cycles, and biomes.

**224. TERRESTRIAL ECOLOGY 3 cr.** Prerequisite or corequisite: BL 222, MT 228, BL 224L. One hour of lecture per week. Ecological data collection and analysis. Students study model organisms to examine various aspects of terrestrial ecology, including animal behavior, food web dynamics, competition, and population dynamics.

**224L. TERRESTRIAL ECOLOGY LABORATORY 0 cr.** Corequisite: BL 224. Four hours of laboratory per week.

**230-231. HUMAN ANATOMY AND PHYSIOLOGY I-II 4 cr.** Prerequisites: BL 155, 156, 157, 158; corequisites: BL 230L, 231L. BL 230 is prerequisite to 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 count toward the BL major or BL minor. This class is intended for students planning to enter health professions such as nursing, physical therapy, physician assistant, and occupational therapy.

**230L-231L. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY**

**I-II 0 cr.** Three hours of laboratory per week.

**240. EPIDEMIOLOGY 3 cr.** Prerequisite: BL 155-158 or grade of B or higher in BL 112-112L; grade of C or higher in MT 122, MT 228, MT 229, or EC 208. Three hours of lecture per week. Basic epidemiological principles, concepts, and methods used in surveillance and investigation of global and domestic health-related events; discussion of historical and current examples from epidemiologic studies; focus on populations living in resource-limited settings.

**255. LOCAL SUMMER FLORA 3 cr.** Prerequisites: BL 155-160 or permission of chair. Taxonomy of the local vascular plant flora of Northeast Ohio. Plants of forests, wetlands, coastal areas, roadsides, and urban landscapes. Lectures and identification will be conducted in the field, with some laboratory instruction and lectures on campus.

**260. POVERTY AND DISEASE 3 cr.** Prerequisites: BL 155-158. Three hours of lecture per week. Global and U.S. poverty; public health; epidemiology; U.S. health disparities, e.g., diabetes, obesity, HIV/AIDS; global health disparities, e.g., HIV/AIDS, tuberculosis, malaria; evolutionary factors in chronic and infectious disease; ethical issues in public health.

**301. INTRODUCTION TO CELL BIOLOGY 3 cr.** Prerequisites: BL 155-156, 213. Three hours of lecture per week. Structure and function of plant and animal cells and their organelles. Emphasis on modern cell biology techniques.

**302. DEVELOPMENTAL BIOLOGY 3 cr.** Prerequisites: BL 155-156, 213. Three hours of lecture per week. Molecular, genetic, and cellular mechanisms of development. Emphasis on invertebrates and vertebrates.

**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 eukaryotic 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; predicted future changes.

**350. VERTEBRATE ANATOMY 5 cr.** Prerequisites: BL 155-160; corequisite: BL 350L. Three hours of lecture per week. Anatomy, development, evolution, and phylogeny of vertebrates.

**350L. VERTEBRATE ANATOMY LABORATORY 0 cr.** Corequisite: BL 350. Six hours of laboratory per week.

**360. HUMAN PHYSIOLOGY 4 cr.** Prerequisites: BL 155-158; corequisite: BL 360L. Three hours of lecture weekly. Muscle physiology, circulation, respiration, excretion, and digestion in mammals as well as the neuronal and hormonal mechanisms regulating these processes.

**360L. HUMAN PHYSIOLOGY LABORATORY 0 cr.** Corequisite: BL 360. Three hours of laboratory per week.

**370. EVOLUTION 3 cr.** Prerequisites: BL 155-160. Three hours of lecture per week. Introduction to modern evolutionary biology, including evolutionary processes and speciation, character evolution, and macroevolution.

**398. DIRECTED READINGS IN BIOLOGY 1-3 cr.** Prerequisite: permission of instructor. Directed readings in a specific area of biology. A maximum of 3 credits of BL 398 and BL 399 combined will be accepted for any of the biology majors.

**399. SPECIAL PROBLEMS IN BIOLOGY 1-3 cr.** Prerequisites: junior status, 3.0 GPA in a biology major, and permission of instructor. Laboratory or field research in a specific area of biology under faculty supervision. A maximum of 3 credits of BL 398 and BL 399 combined will be accepted for any of the biology majors.

**405. SCIENTIFIC ILLUSTRATION 3 cr.** Prerequisites: BL159/160 and permission of instructor. Experience in art not required. Developing skills of observation in biological sciences and learning how to produce publication-quality illustrations of measured accuracy, conceptualized drawings, and diagrammatic images for dissemination of research results. Development of a concise, comprehensive portfolio showcasing various techniques and graphic styles. An additional fee is required for personal illustration materials. Does not fulfill the 400-level biology course requirement for biology majors.

**406. TROPICAL FIELD BIOLOGY 3 cr.** Prerequisites: BL 155-160 and permission of instructor. BL 222 is recommended. Three hours of lecture per week; spring break field trip to a tropical rain forest in Central or South America required. Introduction to the biology and ecology of the tropics, with an emphasis on tropical field research. Includes experimental design, data analysis, write-up, and presentation. Group research project and program fee required.

**410. MEDICAL MICROBIOLOGY 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.

**415. INTRODUCTION TO SYSTEMATIC BIOLOGY 3 cr.** Prerequisites: BL 155-160, BL 350 or 370, and permission of instructor. Three hours of lecture per week. Identification, naming, description, classification, and organization of extant and extinct biological diversity. Philosophy and practice of methods of reconstructing evolutionary history.

**417. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS 4**

**cr.** Prerequisites: BL 155-160. Three hours of lecture per week. Introduction to analysis of spatial data using ArcGIS software. Students will acquire hands-on experience with a variety of analytical techniques and spatial data types, and apply their skills to investigate environmental problems using GIS.

**417L. INTRODUCAION TO GEOGRAPHICAL INFORMATION SYSTEMS LABORATORY 0 cr.** Corequisite: BL 417. Three hours of lab per week.

**420. PLANT PHYSIOLOGY 3 cr.** Prerequisites: BL 155-160. Three hours of lecture per week. Detailed study of photosynthesis, water relations, mineral nutrition, and stress responses in plants with emphasis on current research techniques.

**421. HERPETOLOGY 4 cr.** Prerequisites: BL 155-160; corequisite: BL 421L. Three hours of lecture per week. Intensive study of amphibians and reptiles, with special emphasis on classification, ecology, and evolution of North American species.

**421L. HERPETOLOGY LABORATORY 0 cr.** Corequisite: BL 421. Three hours of laboratory per week. Some Saturday and weekend field trips required.

**423. BIOLOGY OF THE AMPHIBIA 4 cr.** Corequisite: BL 423L. Three hours of lecture per week. Classification, evolution, ecology, and behavior of frogs, salamanders, and caecilians.

**423L. BIOLOGY OF THE AMPHIBIA LABORATORY 0 cr.** Corequisite: BL 423. Three hours of laboratory per week. Some weekend field trips required. Optional weeklong field trip at end of semester requiring an additional program fee.

**424. AQUATIC RESOURCES 4 cr.** Prerequisites: BL 155-160; corequisite: BL 424L. Three hours of lecture per week. Study of aquatic organisms and their environment. Study of algae, insects, and fish as biological indicators of water and habitat quality in stream, lake, and wetland ecosystems. Impacts of water pollution, acidification, and other anthropogenic disturbance on aquatic systems.

**424L. AQUATIC RESOURCES LABORATORY 0 cr.** Corequisite: BL 424L. Four hours of laboratory per week. Saturday laboratory with field trips and analysis of aquatic life.

**425. ICHTHYOLOGY 4 cr.** Prerequisites: BL 155-160; corequisite: BL 425L. Three hours of lecture per week. Evolution, zoogeography, taxonomy, behavior, and ecology of North American fishes.

**425L. ICHTHYOLOGY LABORATORY 0 cr.** Corequisite: BL 425. Four hours of laboratory per week. Some weekend field trips required.

**426. BIOLOGY OF THE REPTILIA 4 cr.** Prerequisites: BL 155-160; corequisite: BL 426L. Three hours of lecture per week. Classification, evolution, and ecology of extant and fossil reptiles, excluding birds.



**426L. BIOLOGY OF THE REPTILIA LABORATORY 0 cr.** Corequisite: BL 426. Three hours of laboratory per week. Some weekend field trips required. Optional week-long field trip at end of the semester; requires an additional program fee.

**430. MEDICAL PARASITOLOGY 4 cr.** Prerequisites: BL 155-160; corequisite: BL 430L. Two hours of lecture per week. Parasitic forms of medical importance. Emphasis on their biology, clinical presentation, the ecology of the disease, and epidemiology. Includes morphology, physiology, and diagnosis.

**430L. MEDICAL PARASITOLOGY LABORATORY 0 cr.** Corequisite: BL 430. Four hours of laboratory per week. Diagnostic aspects of parasites; pathological changes in tissues.

**435. PLANT ECOLOGY 4 cr.** Prerequisites: BL 155-160. Three hours of lecture per week. Study of the distribution and abundance of plants from organismal, population, and community perspectives. Emphasizes both seminal and novel research.

**435L. PLANT ECOLOGY LABORATORY 0 cr.** Corequisite: BL 435. Four hours of laboratory per week.

**440. BEHAVIOR 3 cr.** Prerequisites: BL 155-160. Three hours of lecture/discussion per week. Evolutionary approach to animal behavior with emphasis on recent research.

**444. ADVANCED ECOLOGY 4 cr.** Prerequisites: BL 222, MT 228; corequisite: BL 444L. Three hours of lecture/discussion per week. Topics include predator-prey interactions, global change, niche theory, competition, null models, and community assembly rules.

**444L. ADVANCED ECOLOGY LABORATORY 0 cr.** 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, writeup, and presentation.

**447. ALGAE AS BIOINDICATORS 4 cr.** Prerequisites: BL 159, 160; corequisite: BL 447L. Two hours of lecture per week. Theory and practice of using algae as bioindicators of water quality in streams and lakes. Taxonomy of indicator groups will be covered.

**447L. ALGAE AS BIOINDICATORS LABORATORY 0 cr.** Prerequisites: BL 159, 160; corequisite: BL 447. Four hours of laboratory per week. Some weekend field trips required. Emphasis is on diatoms, but cyanobacteria, green algae, euglenoids, and other indicator taxa will also be examined. Research projects required.

**454. DESERT BIOLOGY 3 cr.** Prerequisites: BL 155-160. Three hours of lecture weekly; optional field trip to Western U.S. at end of semester (see BL 454L). Introduction to abiotic and biotic factors influencing desert ecosystems. Group literature review project required.

**454L. DESERT FIELD BIOLOGY 1 cr.** Prerequisite: permission of instructor; corequisite: BL 454. Weeklong field trip to deserts of the Western U.S. Program fee required.

**459. MOLECULAR CELL BIOLOGY 3 cr.** Prerequisite: grade of B- or higher in BL 213 or permission of instructor. Three hours of lecture per week. Cell signaling, protein regulation, and eukaryotic cell cycle, and cancer. Focus on current primary literature and experimental techniques. Presentation of a seminar required.

**465. MOLECULAR GENETICS 3 cr.** Prerequisites: grade of B- or higher in BL 213 or permission of instructor, CH 431 or 435. Three hours of lecture per week. Gene and genome analysis; genome organization; transposable elements; chromosome structure; replication and expression of genetic information with emphasis on eukaryotes. Reading and analysis of current primary literature.

**470. MOLECULAR METHODS LABORATORY 3 cr.** Prerequisites: CH 431 or 435, BL 215 or CH 437, grade of B- or higher in BL 213 or permission of instructor. Prerequisite/corequisite: BL 465 or 565. Eight hours of laboratory per week. Methods used in molecular, cellular, and developmental-biology research. Independent research project required.

**471. IMMUNOLOGY 3 cr.** Prerequisite: BL 213. Three hours of lecture per week. Concepts of humoral and cell-mediated immunity with emphasis on the cellular basis of the immune response. Experimental evidence emphasized.

**475. ENDOCRINOLOGY 3 cr.** Prerequisites: 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.** Prerequisites: BL 155-158. One hour of lecture per week. Current topics presented by invited guests, faculty, and students.

**479. SPECIAL TOPICS IN BIOLOGY 14 cr.** Prerequisites: vary by topic. Offered on an irregular basis; topics chosen by instructor. A lecture/discussion course; may include laboratories or field trips. For directed readings, see BL 398; for student research, see BL 399.



# Borromeo Seminary Institute

*Adjunct Associate Professor:* M. A. Latcovich (President/Rector);

*Adjunct Assistant Professor:* D. Ference; *Adjunct Instructors:*

B. Rath, A. Turner, P. Bernier, M. Quinlan

Borromeo Seminary, housed on the campus 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 United States Catholic Conference of Bishops and its Program of Priestly Formation. Students admitted by the Diocese of Cleveland or by their religious order to the program for collegiate seminarians matriculate at John Carroll University, where they are known as members of the Borromeo Seminary Institute.

Borromeo Seminary Institute students complete all of the academic requirements of John Carroll University and are expected to fulfill additional course requirements specified by the collegiate seminary program. Latin and Greek are especially encouraged.

All members of the institute are required to complete the following courses in philosophy as well as theology and religious studies. Descriptions of the courses can be found in the sections on those departments in this *Bulletin*.

## PHILOSOPHY

- |  |                                  |
|--|----------------------------------|
| 210. Ancient Greek Philosophy 3 cr.  | 395. Metaphysics 3 cr.           |
| 225. Medieval Philosophy and Logic 3 cr.   | 308. Philosophy of God 3 cr.     |
| 240. 17 <sup>th</sup> - and 18 <sup>th</sup> -Century European<br>Philosophy 3 cr. | 368. Ethical Theory 3 cr.        |
| 246. 19 <sup>th</sup> - and 20 <sup>th</sup> -Century Philosophy 3 cr.             | 387. Philosophy of Nature 3 cr.  |
| 304. Philosophy of the Human Person 3 cr.  | 396. Theories of Knowledge 3 cr. |

Those selecting the Philosophy major are also required to complete one 3 cr. elective and either PL450 (Seminar; 3 cr.) or PL495 (Senior Thesis; 3 cr.) for a total of 36 credits.

## THEOLOGY AND RELIGIOUS STUDIES

- 101. Introduction to Theology and Religious Studies 3 cr.
- 200. Old Testament Introduction 3 cr.
- 205. New Testament Introduction 3 cr.
- 268. Catholic Moral Theology 3 cr.

### **Students may elect other TRS courses, including:**

- 335. What Happened at Vatican II 3 cr.
- 368. Christian Social Justice 3 cr.
- 493. Senior Seminar 3 cr.
- 494. The Catholic Experience 3 cr.

# Business Information Systems (BI)

*Professors:* C. A. Watts; *Associate Professors:* M. D. Treleven, M. P. Lynn, R. T. Greci (Interim Chair), B. Z. Hull; *Instructor:* R. D. Blamer

The objective of the Business Information Systems faculty is to develop students' technical and analytical skills, enabling them to apply their expertise more fully as analysts, consultants, and project managers in their chosen fields. Technical and analytical skills—as well as knowledge of business operations and information systems—are relevant to all organizational processes and to all business majors. As such, Business Information Systems courses are an integral part of the business core. They also serve key roles in the management, marketing, and logistics majors, including Business Information Systems courses that are cross-listed with technology-oriented marketing courses.

Students interested in a business major that includes the skills and knowledge related to Business Information Systems should consider the management, marketing, and logistics majors. Students interested in software programming and application development should consider the Computer Information Systems major offered by the Department of Mathematics and Computer Science.

**107. SPREADSHEET APPLICATIONS 1 cr.** (1<sup>st</sup> five weeks of term) Overview of spreadsheet analysis, with students learning and/or reinforcing spreadsheet software skills.

**108. DATABASE APPLICATIONS 1 cr.** (2<sup>nd</sup> five weeks of term) Overview of database applications, with students learning and/or reinforcing database skills.

**109. COMMUNICATIONS APPLICATIONS 1 cr.** (last 5 weeks of term) Overview of communications-related software applications. Students learn or reinforce their knowledge of subjects such as presentation graphics software and advanced word processing features.

**200. MANAGEMENT INFORMATION SYSTEMS 3 cr.** Prerequisite: BI 108 or competency waiver for Database Applications. 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 add practical experience to the conceptual approach.

**326. OPERATIONS MANAGEMENT 3 cr.** Prerequisite: EC 208 or MT 122 or MT 228. 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. DATA-DRIVEN DECISION MAKING 3 cr.** Prerequisite: BI 200. A practical, hands-on, analytics-driven approach to using information technology resources to enable and support effective and efficient decision making. Builds on the knowledge and skills gained in BI 200. Students will be placed in the role of managers, given business problems, and required to design and query databases, work with decision support systems, and apply data-mining and summarization techniques to make management-level decisions.

**371. MANAGEMENT SCIENCE 3 cr.** Prerequisite: EC 208 or MT 122 or MT 228. 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.

**383. PROJECT MANAGEMENT 3 cr.** Prerequisite or corequisite: 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 department 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 200. Study of contemporary issues in management information systems not covered in depth in other department courses. Specific topic, method of presentation, and student requirements will be designated by the seminar leader.



# Business Logistics (LG)

*Professors:* P. R. Murphy, Jr., C. A. Watts;  
*Associate 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 sources of acquisition to 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 grow 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, 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.

## **Program Learning Goals: Undergraduate Business Logistics Major**

It is not expected that all JCU business logistics majors will achieve the program goals as stated above; many factors can influence students' career and personal paths, post-secondary education pursuits, and credentialing opportunities. Rather, the business logistics major intends to provide students with the foundational *knowledge, skills, and abilities* to pursue these goals.

Graduating seniors in business logistics will have:

- Knowledge of logistics and supply chain management.
- Skills necessary to identify opportunities and challenges associated with logistics and supply chain management.

- Ability to differentiate acceptable logistics and supply chain management practices from unacceptable logistics and supply chain management practices.
- Ability to apply logistics and supply chain management concepts to improve operational effectiveness and efficiency.

*Knowledge, skills, and abilities* reflect current thinking in the education discipline; *knowledge* refers to what students know, *skills* refer to what students can do, and *abilities* refer to things students can do in a more complex and lasting way, often combining knowledge and skills.

### Requirements

**Major in Business Logistics:** A total of 61-64 credit hours as described below.

**Business Core:** 40-43 credit hours, including MN 461.

**Major Courses:** 21 credit hours. MK 309 or BI 341, or equivalent course approved by the logistics faculty; four courses from LG 328, LG 350, LG 361, LG 405, LG 440; one course chosen from MK 302 or BI 383; one course chosen from MK 402 or BI 371.

**328. BUSINESS LOGISTICS 3 cr.** Prerequisites: EC 201-202 or permission of instructor. Analysis of business logistics functions such as transportation, warehousing, inventory management, ordering, and customer satisfaction, with emphasis on interactions between these functions. Focus on problem solving with analytic tools.

**350. FUNDAMENTALS OF TRANSPORTATION 3 cr.** Prerequisites: EC 201-202 or permission of instructor. Contemporary analysis of transportation systems, including regulatory issues, carrier management, for-hire and private transportation. Covers 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 that 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 200. 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.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: business logistics major and overall GPA of 3.0 or higher; permission 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 that must be approved by the chair and filed with the dean's office. Consult the chair for the department guidelines established for such study.





# Career 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 requirements. A maximum of three CE credits can come from internship experience.

**101. INTRODUCTION TO CAREERS 1 cr.** Prerequisite: freshmen or sophomore standing. Examination of self in relation to the world of work in terms of values, skills, and interests. Exploration of occupational paths for all majors; employer-employee expectations; basic job search strategies; resume preparation; development of interviewing skills; introduction to the benefits of career experience opportunities. Not available to students with credit in CE 111.

**102. INTERNSHIP EXPERIENCE 1 1 cr.** Prerequisites: approval of Career Center, minimum 2.5 GPA. Supervised experiential learning in a position relevant to academic and career goals. Can be paid or unpaid. The student must complete 135 hours at the internship during the semester and specific course work assigned by the Career Center advisor. Credit is not awarded retroactively. Pass/Fail.

**103. INTERNSHIP EXPERIENCE 2 2 cr.** Prerequisites: approval of Career Center, minimum 2.5 GPA. Supervised experiential learning in a position relevant to academic and career goals. Can be paid or unpaid. The student must complete 135 hours at the internship during the semester and specific course work assigned by the Career Center advisor. Credit is not awarded retroactively. Pass/Fail.

**104. INTERNSHIP EXPERIENCE 3 3 cr.** Prerequisites: approval of Career Center, minimum 2.5 GPA. Supervised experiential learning in a position relevant to academic and career goals. Can be paid or unpaid. The student must complete 135 hours at the internship during the semester and specific course work assigned by the Career Center advisor. Credit is not awarded retroactively. Pass/Fail.

**111. EXPLORING YOUR OPTIONS 1 cr.** Prerequisite: freshmen or sophomore standing. Exploration of self-assessment and academic options, focusing on choice of major and/or career. Consideration of personal interests, values, and skills in relation to academic options. These options will be discovered through assessments, classroom discussion, and instructor/academic advisor consultations. Not available to students with credit in CE 101.

**121. INTRODUCTION TO THE ACCOUNTING PROFESSION 1 cr.** Prerequisites: freshmen, 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.

**122. INTRODUCTION TO CAREERS IN PSYCHOLOGY 1 cr.** Intended for sophomores and juniors who are considering a major in psychology, or those already majoring in psychology. Introduces students to information that will help them select and pursue a career in psychology or a related field. Career options (occupational fields) for those students who do not wish to pursue graduate school at this time will also be discussed.

**131. INTRODUCTION TO THE WORLD OF WORK 1 cr.** Prerequisite: junior or senior standing. Designed to assist juniors and seniors in transitioning from college to career. Topics include the philosophy of work, job search strategies and skills, options for securing pre-graduation work experience, negotiating job offers, and financial planning. Students will evaluate their marketable skills and experience, conduct research on a career field, interview a professional in that field, and participate in a mock interview or career advising session.

**199. INTERNSHIP EXPERIENCE-NONCREDIT TRANSCRIPT NOTATION 0 cr.** Prerequisites: approval of Career Center, minimum 2.5 GPA. Supervised experiential learning in a position relevant to academic and career goals. Can be paid or unpaid. The student must complete 135 hours at the internship during the semester and required documentation. Transcript notation is not awarded retroactively. Experience will be noted on transcript. No academic credit is awarded. Graded Satisfactory/Unsatisfactory.



# Chemistry (CH)

*Professors:* P. R. Challen, D. P. Mascotti; *Associate Professors:* M. A. Nichols, M. J. Waner, Y. C. Chai, M. L. Kwan, C. D. Bruce; *Assistant Professor:* M. P. Setter (Chair); *Visiting Instructor:* M. K. Doud

The Department of Chemistry is equipped with modern laboratory 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, biochemistry, 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. The three tracks leading to a Bachelor of Science in chemistry are described below. 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 recent decades. The department maintains an active undergraduate research program, and nearly all students are involved in research projects during their studies. These projects occur with chemistry faculty at John Carroll, 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.

## Tracks Leading to a Chemistry Major

The **Comprehensive track** is designed primarily for the student who intends to become a professional chemist. It provides the preparation necessary for graduate study in chemistry.

Students who successfully complete this track 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 **Biochemistry track** 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: molecular biology, pharmacy, 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 track** is available to students who desire a systematic training in chemistry as background for a career in other related fields, such as business, education\*, information science, journalism, forensic chemistry, or law. It is also

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 schools should confer with the Department of Education and School Psychology during freshman year.)

A chemistry major following the General track, combined with a minor in business (see pages 83-84), is excellent preparation for a career in industrial chemistry if one's goal is management or an M.B.A. This would also allow a student to complete the B.S. in chemistry and M.B.A. at John Carroll in five years of full-time study. PL 311 should be taken in the Core curriculum to facilitate this goal. Interested students should consult with their advisor early in their freshman or sophomore year.

A chemistry major following the General track, combined with the criminology sequence in sociology (see page 389), is excellent preparation for graduate study in forensic chemistry.

### **Application**

Typically in the spring semester of the sophomore year, all intended chemistry majors, regardless of track, must make a *formal application* to the department to be accepted as majors. Applicants with a minimum GPA of 2.5 in the initial 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 these criteria, but who does have a minimum GPA of 2.25 in the initial chemistry core sequence, will be considered for conditional acceptance as a chemistry major.

All chemistry majors, regardless of track, must maintain a GPA of 2.0 in the chemistry courses and in the required sequence of support courses.

### **Program Learning Goals in Chemistry**

Students will:

1. Demonstrate a working knowledge in the sub-disciplines of chemistry where they have completed course work (at least four of analytical, biochemistry, inorganic, organic and physical).
2. Apply their integrative knowledge of chemistry to solve problems.
3. Demonstrate competency in the laboratory skills necessary to acquire, analyze, and interpret experimental results.
4. Effectively communicate scientific information in a variety of forms (written, oral, mathematical).

## Major and Minor Requirements

No changes in, substitutions for, or exceptions to the following requirements will be permitted without prior, written authorization of the department chair and the approval of the appropriate dean by academic petition.

**All tracks are required to complete the Chemistry core:** CH 141, 142, 143, 144, (or 151 and 153), 221, 222, 223, 224, 261, 263, 367, 478A, 478B, and 361 or 365 & 366 with

*Required Support Courses:* MT 135, 136, PH 125, 125L, 126, 126L (or PH 135, 135L, 136, 136L).

**Comprehensive Track:** 72-77 total credit hours. Chemistry core (must take CH 365-366 sequence and PH 135, 135L, 136, 136L support sequence) plus CH 368, 431, 441, 443, 481, 482, and a minimum of 6 credits of upper-division electives, at least one of which is laboratory-based. CH 399 is strongly encouraged.

*Additional Required Support Courses:* MT 233; EP 217; and PH 246 or 325. Pre-chemical engineering students should take PH 246.

**Biochemistry Track:** 61-72 total credit hours. Chemistry core (if the CH 365-366 sequence is taken, CH 366 may count as an upper-division elective by permission), plus CH 435, 436, 437 and three 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, 301, 302, 310-310L, 350-350L, 360-360L, 410, 459, 465, 471, 475, or other courses approved by the chemistry department chair. Premedical students are strongly advised to select BL 213 as one elective.

*Additional Required Support Courses:* BL 155-156, 157-158. By permission, MT 228 may substitute for MT 136 in the Chemistry Core Required Support Courses.

**General Track:** 48-59 total credit hours. Chemistry core (if the CH 365-366 sequence is taken, CH 366 may count as an upper-division elective by permission), plus 441, 443, and two upper-division electives. CH 399 is strongly encouraged.

*Additional Required Support Courses:* By permission, MT 228 may substitute for MT 136 in the Chemistry Core Required Support Courses.

**Minor in Chemistry:** 37-48 hours. Complete the Chemistry core (without CH 478A and CH 478B), including the Required Support Courses (by permission, MT 228 may substitute for MT 136 in the Chemistry Core Required Support Courses).

**Concentration in Chemistry:** 17-22 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263.

## Interdisciplinary Concentration

The department collaborates in the interdisciplinary concentration in neuroscience. It is strongly recommended that students interested investigate the neuroscience concentration as early as possible in their academic careers. Interested students should refer to page 76 in this *Bulletin* for more information.

Those who participate in the neuroscience concentration should complete the biochemistry track within the chemistry major.

## Pre-Engineering Programs

Students interested in engineering have three options:

1. They may elect the 3/2 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 "Engineering Programs" in "Preparation for Graduate and Professional Studies" (page 94).
2. They may complete the B.S. in chemistry (ordinarily following the comprehensive track) and then enter an engineering school for a further degree. It would typically require a total of six years to obtain a B.S. from John Carroll and an M.S. from another institution.
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 Program 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 full-time employment in an industrial, governmental, or clinical setting. Participation in such a program helps students grow personally and professionally. It also gives students a distinct advantage in obtaining satisfying permanent employment.

To be eligible for admission to the program, students must be accepted chemistry majors (whether comprehensive, biochemistry, 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 in speech and writing. Prerequisites for admission to the program include successful completion of CH 222, 224 and CE 101 or CE 111. Students should apply for admission to the co-op program when they apply for acceptance into the major program.

There are three required work experiences, credited as CE 102-104. For a general discussion of these Career Education courses, see pages 160-161 of this *Bulletin*. For each approved work experience, one unit of academic credit is 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, co-op students may require five years to complete the B.S. degree.

### **Optional Minor/Concentration/Certificate**

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 a **concentration** in chemistry. A cumulative quality-point average of 2.0 must be achieved in the chemistry course sequence.

**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, plastics, drugs, and medications.

**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.** Corequisite: CH 143-144. Stoichiometry, thermochemistry, states of matter, atomic structure, chemical bonding, molecular structure, oxidation-reduction, acid-base, solutions. Homogeneous and heterogeneous equilibria, thermodynamics, electrochemistry, kinetics, chemistry of 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: permission of chair; corequisite: CH 153. Introductory chemistry for the well-prepared student. Topics include stoichiometry, thermochemistry, states of matter, atomic structure, chemical bonding, oxidation-reduction, molecular structure, acid-base, solutions, thermodynamics, kinetics, equilibria, electrochemistry, chemistry of metals and non-metals.

**153. CHEMICAL PRINCIPLES LABORATORY 1 cr.** Prerequisite: permission of chair; corequisite: CH 151. Three hours of laboratory per week. Review of basic laboratory techniques. Experiments illustrating principles developed in the corequisite lecture course.

**195. SPECIAL TOPICS IN CHEMISTRY 1-3 cr.** Subject matter not covered by established courses but of interest to faculty member and students involved. Topic announced in course schedule.

**221-222. ORGANIC CHEMISTRY I-II 3 cr. each.** Prerequisites: CH 141-144 (or 151, 153); corequisites: CH 223-224. 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; basic principles of modern electrochemical, spectroscopic, and chromatographic analysis; sampling and sample preparation.

**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.

**298. TEACHING ASSISTANT IN CHEMISTRY 0 cr.** Prerequisite: permission of chair. Duties may include preparation of laboratories, assisting faculty and student activities during laboratories, and/or grading. Graded SA/FA.

**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 or MT 133 and 134; prerequisites/corequisites: PH 125/125L. Physical chemistry for biochemistry-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 or MT 133-134; prerequisites/corequisites: MT 136; PH 125/125L, or 135/135L. Kinetic molecular theory and the properties of gases, thermodynamics, thermodynamic properties of solutions, and kinetics.

**366. PHYSICAL CHEMISTRY II 3 cr.** Prerequisite: CH 365; prerequisites/corequisites: PH 126/126L or 136/136L. Introduction to quantum mechanics, atomic and molecular structure, liquid and solid states, phase equilibria, electromotive force, and symmetry.

**367. PHYSICAL CHEMISTRY LABORATORY I 2 cr.** Prerequisites: CH 261, 263; prerequisite/corequisite: 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 I-3 cr.** Prerequisites: approval of a faculty sponsor and/or permission of department chair. Number of credits to be agreed on by student and faculty sponsor, and specified at registration. Minimum of four hours' work per week are expected per credit hour. May be repeated for credit; however, only three credits of CH 399 may be used to fulfill an upper-division course elective. CH 399 credit also 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 is ordinarily expected. A written report must be submitted 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 is devoted to metabolism and metabolic regulation. May be used as a corequisite for CH 437.

**435. BIOCHEMISTRY I 3 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.

**436. BIOCHEMISTRY II 3 cr.** Prerequisite: CH 435. Bioenergetics and the metabolism of carbohydrates, lipids, amino acids, and nucleotides. Emphasis on integration and regulation by metabolic, hormonal, and genetic factors. Photosynthesis and some physiological topics.

**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, angiogenesis, pharmacokinetics gene delivery, 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; 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. Highly recommended for students interested in pursuing a career in chemical research and/or development.

**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 utilize principles discussed in CH 441.

**470. MOLECULAR METHODS LABORATORY 3 cr.** Prerequisites: CH 435, 437, and permission of instructor; prerequisite/corequisite: BL 465 or 565. Eight hours of laboratory per week. Methods used in analysis of proteins and nucleic acids.

**478. CHEMISTRY SEMINAR 0 cr.** Prerequisites: CH 221-224. One hour per week. 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. Offers the opportunity to learn about the frontiers of chemistry. Guest speakers from industry, government, and academe, 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, structure and bonding in molecules, symmetry and point groups, solid state materials, acid/base and redox chemistry, coordination chemistry, aspects of main group and transition metal chemistry.

**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. May be repeated for credit.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: approval of faculty member and permission of department chair. Independent study under the supervision of a faculty member.



# Chinese (CN)

*Confucius Classroom Instructors:* Y. Jin, J. Shi

The program in Chinese is offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page I73.) Studying the Chinese language helps develop skills in listening, speaking, reading, and writing, but that is only the beginning of its benefits. Courses in Chinese open a window onto one of the world's most ancient civilizations. Students learn about Chinese history, cultural values, philosophical and religious beliefs, and aesthetic traditions, including the art of Chinese calligraphy.

Chinese is currently spoken by nearly one-fifth of the world's population. Since China is one of the five permanent members of the United Nations Security Council, Chinese is also an official U.N. language. Moreover, China plays a major role in the global economy that is likely to continue expanding. In short, a knowledge of Chinese promotes an appreciation and understanding of China's past and present while also equipping students to deal with its future.

Independent study courses are available to students who have completed advanced-level courses. Students are strongly encouraged to explore the East Asian Studies interdisciplinary major-minor program described on p. 198. Students who may be interested in a self-designed minor in Chinese language should consult with the coordinator of the Chinese language program and/or the CMLC department chair. (Permission of the appropriate associate dean of the College of Arts and Sciences is also required.)

Students are also encouraged to participate in study-abroad programs and should consult early on with the coordinator or the Chinese language program and/or the department chair, and also with the Center for Global Education.

**101. BEGINNING CHINESE I 3 cr.** Intensive functional approach to the four language skills in a cultural context. Classroom, multi-media, computer-assisted instruction. For students with little or no knowledge of Chinese, or by placement test. (Fall)

**102. BEGINNING CHINESE II 3 cr.** Prerequisite: CN 101 or equivalent or by placement test. Amplification of language skills in a cultural context. (Spring)

**110. SPEAKING IN CHINESE: BEGINNING SUPPLEMENTAL PRACTICE I cr.** Prerequisite: concurrent enrollment in CN 101 or CN 102, or permission of instructor. Optional course recommended for those considering study abroad in China or who wish additional oral and listening practice; not applicable toward the Core language requirement. CN 110A (Fall), CN 110B (Spring)

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Chinese at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. INTERMEDIATE CHINESE I, II 3 cr. each.** Prerequisite: CN 102 or equivalent or by placement test. CN 201 or equivalent prerequisite for CN 202. Further development of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. (Fall: 201; Spring: 202)

**210. SPEAKING IN CHINESE: INTERMEDIATE SUPPLEMENTAL PRACTICE 1 cr.** Prerequisite: concurrent enrollment in CN 201 or CN 202, or permission of instructor. Optional course recommended for those considering study abroad in China or who wish additional oral and listening practice; not applicable toward the Core language requirement. (Fall: 210A; Spring: 210B)

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Chinese at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301-302. ADVANCED CHINESE I, II 3 cr. each.** Prerequisite: CN 202 or equivalent or by placement test. CN 301 or equivalent prerequisite for CN 302. Advanced study of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. (Fall: 301; Spring: 302)

**310. SPEAKING IN CHINESE: ADVANCED SUPPLEMENTAL PRACTICE 1 cr.** Prerequisite: concurrent enrollment in CN 301 or CN 302, or permission of instructor. Optional course recommended for those considering study abroad in China or who wish additional oral and listening practice; not applicable toward the Core language requirement. (Fall: 310A; Spring: 310B)

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr. each.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisites: permission of instructor. Supervised advanced independent study. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

# Classical and Modern Languages and Cultures (CMLC)

*Professors:* K. M. Gatto, H. N. Sanko; *Associate Professors:* G. J. Sabo, S.J., D. G. Anderson, E. Luengo, S. Casciani, M. Pereszlenyi-Pinter (Chair), G. Compton-Engle, J. Karolle-Berg, L. Ferri; *Assistant Professors:* M. L. Thornton, K. Nakano, K. A. Ehrhardt

Language study helps students become more competent global citizens. Language courses at John Carroll University put students in direct interaction with authentic cultural materials created in other languages and increase their capacity to understand the perspectives of other people and cultures. When students communicate in another language, even at a basic level, they experience new modes of listening, speaking, and interpreting the expressions of others. Language study has always been part of Jesuit education, but now, at the beginning of the 21<sup>st</sup> century, increased global connectedness makes it all the more important that our students have experience communicating in languages other than English.

Consistent with the University's mission, the Department of Classical and Modern Languages and Cultures is committed to contributing to the development of students into responsible citizens of the world who excel in learning, leadership, and service. The department especially seeks to meet John Carroll's Academic Learning Outcome #5, to graduate students who will "act competently in a global and diverse world." The Department contributes to this Academic Learning Outcome through its own learning goals. Consistent with best practices of second language acquisition, these three goals are sought at all levels of instruction:

- Students can communicate skillfully and effectively in a language other than English, at a level commensurate with the language and program.
- Students can demonstrate foundational cultural and linguistic knowledge of a target-language area.
- Students can demonstrate emerging intercultural competence.

Courses in language study will actively involve the four skills of language learning: listening, speaking, reading, and writing. Courses will also introduce students to cultural materials relevant to the area of language study.

The department offers majors and minors in Classical Languages (Latin, Ancient Greek), Classical Studies, French and Francophone Studies, Spanish and Hispanic Studies, and Italian Studies (self-designed major or minor), and a minor in German.

Courses are also available in Arabic, Chinese, Italian, Japanese, Russian, Slovak, and International Cultures. These programs are individually listed in the *Bulletin*.

Students are invited to inquire about self-designed minors in these languages upon consultation with the individual language coordinators and the department chair. Permission of the associate dean of humanities is required.

The Classical Studies (CL) courses are taught in English. Additionally, the department offers International Cultures (IC) courses, all of which are taught in English translation. The IC courses in particular are aimed at providing a cross-cultural approach to understanding today's multicultural world. They involve art, film, popular culture, historical perspectives, and literature. Many courses fulfill Division II and special designations (especially R, S, and L) in the outgoing University Core Curriculum, while others fulfill requirements in the new Integrative Core Curriculum.

An interdisciplinary major as well as minor is available in East Asian Studies (page 198).

## Major and Minor Requirements

### CLASSICS

**Major in Classics:** 36 credit hours.

**Classical Languages track:** Nine 3-credit courses in GK and/or LT at any level; CL 301 or 302; CL 410; and another CL course.

**Classical Studies track:** Six 3-credit courses in GK and/or LT at any level, plus CL 220 or another approved literature course; two of the following: CL 301, CL 302, AH 317, or another approved CL, HS, or AH course; two of the following: PL 210, TRS 205, or another approved PL or TRS course; CL 410. At least nine credits must be at the 300 level or above.

**Minor in Greek or Latin:** 18 hours in GK or LT at any level. Two CL courses may be substituted with permission of the department.

**Minor in Classical Studies:** 18 hours; two GK or LT courses may be substituted with permission of the department.

### MODERN LANGUAGES

**Major in French and Francophone Studies, French Studies Track:** 30 credit hours. Details on page 264.

**Major in Spanish and Hispanic Studies:** 30 credit hours. Details on page 401.

**Minors in French and Francophone Studies, German, or Spanish and Hispanic Studies:** 15-18 hours; see individual language sections.

## **Integrative Core Courses and the Language Requirement**

(effective Fall 2015)

Students who choose to continue in the language that they took in high school will be required to complete the third semester (the current 201 course) in that language. This establishes the basic threshold of competency at the early-intermediate level, and ensures that students will not merely repeat what they learned in high school. If students place above the 201 level, this Core requirement will be waived. Students who choose to begin a new language will be required to take two semesters of that language (the current 101-102 courses). Certain upper-division courses taught in the foreign language, as well as courses in CL (Classics, taught in English) and IC (International Cultures, taught in English) may also count toward the new Integrative Core.

### **Study Abroad**

Interested students should consult with their language program advisor or the language section coordinator, and also the director or assistant director of the Center for Global Education, and check the Global Education website often for updates on new and existing programs. Currently, the department participates in the following semester or year-long programs abroad:

- Chinese: Beijing (Jesuit Center)
- French: Institut Catholique d'Etudes Supérieures (ICES), La Roche sur Yon France; NEOMA Business School, Rouen, France
- German: Universität Dortmund, Germany (exchange program); WHU – Otto Beisheim School of Management, Vallendar, Germany
- Italian: Vatican City (John Carroll program; fall semester)
- Japanese: Sophia University (Tokyo); Nanzan University (Nagoya); Kansai Gaidai University (Osaka)
- Latin: Loyola University, Rome
- Spanish: Costa Rica; Madrid (John Carroll programs; fall semester); Comillas Pontifical University, Madrid; Casa de la Solidaridad, El Salvador; Universidad del Pacífico, Lima, Perú

The following short programs are also sponsored by the department:

- French: France (spring break)
- Italian: Italy (spring break and summer institute)
- Japanese: Japan (2-week summer study-tour; every other year)
- Spanish: Tepoztlan Winter Interterm and Summer Institute, Mexico



With the advisor's permission, arrangements are made individually with the department chair and the Center for Global Education. Students studying abroad are normally sophomores or juniors with at least a 2.5 GPA. 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 upper level, upon their return from abroad. If, however, students take their capstone course for their major abroad, the residence requirement may be waived. The department may require more than 6 semester hours of credit in the case of obvious deficiencies.

### **Teaching Licensure**

The Department of Education and School Psychology at John Carroll does not offer multi-age licensure, K-12 in foreign languages. Individuals interested in foreign language teaching may seek an Alternative Resident Educator License for World Language (grades K-12) through the Ohio Department of Education. One of the prerequisites is a bachelor's degree in a world language. Interested students should contact the Ohio Department of Education or consult the Education and School Psychology department chair for details.



# Classics (CL)

*Associate Professor:* G. Compton-Engle; *Assistant Professor:* K. A. Ehrhardt

Courses in classical studies are offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page 173.) The department offers major programs in classical languages and classical studies, as well as optional minors and a variety of individual courses that may be used to fulfill Core requirements or taken as electives. For courses in Latin, see page 311; for courses in Greek, see page 271.

The study of Latin and Greek culture provides students with a better understanding of the roots of their own culture, which has been 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 that 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 elect to earn the Bachelor of Arts in Classics (B.A.Cl.), instead of the B.A. or B.S., by completing four Latin courses at the 200 level or above. Students choosing the B.A.Cl. must still meet all the requirements for their major.

Courses with the CL designation are offered in English for students with an interest in classical culture but no knowledge of Greek or Latin. Some of these courses also may be used for Core requirements. There are no prerequisites for any CL course except CL 410. **All CL courses are taught in English.**

## Program Learning Goals in Classics

Students will:

1. Communicate skillfully and effectively in both English and either Greek or Latin:
  - a) engage in effective interpretive reading;
  - b) engage in effective presentational speaking (English only);
  - c) engage in effective presentational writing.
2. Demonstrate knowledge about ancient Mediterranean societies and their cultural products.
3. Apply critical analysis and aesthetic appreciation.
4. Explore modes of religious experience in the ancient world.

## Major and Minor Requirements

**Major in Classics:** 36 credit hours.

**Classical Languages track:** Nine 3-credit courses in GK and/or LT at any level, CL 301 or 302; CL 410; and another CL course.

**Classical Studies track:** Six 3-credit courses in GK and/or LT at any level, plus CL 220 or another approved literature course; two of the following: CL 301, CL 302, AH 317, or another approved CL, HS, or AH course; two of the following: PL 210, TRS 205, or another approved PL or TRS course; CL 410. At least nine credits must be at the 300 level or above.

**Minor in Greek or Latin:** 18 hours. Six GK or LT courses. 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.

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Supervised independent study at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Topics to be selected by instructor and announced in the class schedule. Only a 3-credit course may apply to the Core. May be repeated with a different topic.

**220. CLASSICAL MYTHOLOGY 3 cr.** Introduction to the myths of Greece and Rome. Special attention to ancient conceptions of the gods, the nature of the hero, functions of myth, and modern retellings of classical myth.

**222. THE CLASSICAL WORLD IN FILM 3 cr.** The representation of Greek and Roman culture in film. A study of films, both masterworks and travesties, in relation to the classical texts that have inspired them.

**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.** Greek and Roman comedy and tragedy, with special attention paid to the tragic and comic hero, staging, and the role of performance within Greek and Roman culture.

**290. WOMEN IN ANCIENT GREECE AND ROME 3 cr.** Representation of women in ancient literature and art. An examination of both fictional and real women (e.g., Medea, Cleopatra) and the everyday details of anonymous women's lives.

**298. INTERMEDIATE INDEPENDENT STUDY (291-292) 1-3 cr.** Supervised independent study. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301. TOPICS IN ANCIENT GREEK HISTORY 3 cr.** Introduction to Greek history through consideration of primary sources (e.g., historical documents, material culture, or literary texts). Topics may focus on a period or theme in Greek history between the Bronze Age and incorporation into the Roman empire.

**302. TOPICS IN ROMAN HISTORY 3 cr.** Introduction to Roman history through consideration of primary sources (e.g., historical documents, material culture, or literary texts). Topics may focus on a period or theme from the Roman Republic and/or Empire.

**330. BARBARIANS: CONSTRUCTING THE SELF AND OTHER IN THE ANCIENT WORLD 3 cr.** Origins and functions of cultural stereotyping and scapegoating in the ancient world through consideration of historical texts, material culture, and modern theoretical approaches. Attention paid to the interactions of the cultures of Greece, Rome, and the ancient Near East, among others.

**340. THE ARCHAEOLOGY OF GREECE 3 cr.** Study of the major archaeological sites of Greece from the Bronze Age through the classical period. Attention paid to the development of Greek material culture (including architecture, sculpture, and pottery) and its relationship to Greek history. Includes a study tour in Greece.

**398. ADVANCED INDEPENDENT STUDY 1-3 cr.** Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**410. CAPSTONE SEMINAR 3 cr.** Prerequisites: junior or senior standing; declared major in classical languages or classical studies; permission of instructor. Introduction to research methods in classics through in-depth study of a particular theme. Strong emphasis on writing and presentation of individual research.

**497. UNDERGRADUATE RESEARCH ASSISTANT 1 cr.** Prerequisites: junior or senior standing; permission of instructor. Allows students to become more familiar with the research process through assisting faculty members in their research. Pass/Fail. May be repeated for a cumulative maximum of 3 credit hours.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Supervised independent study. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

# The Tim Russert Department of Communication and Theatre Arts (CO)

*Professors:* J. J. Schmidt, M. E. Beadle (Chair), A. R. Stephenson;  
*Associate Professors:* D. R. Bruce, B. G. Brossmann, K. L. Gygli, M. O. Finucane; *Assistant Professor:* C. Buchanan; *Visiting Assistant Professor:* M. M. Coleman-Walsh; *Visiting Instructor:* K. Marusic

The Tim Russert Department of Communication and Theatre Arts is a nationally lauded program dedicated to providing students with the theory and practice that will allow them to flourish in today's convergent communications environment. In spring 2009 the department was renamed to honor John Carroll alumnus Tim Russert '72 (1950-2008), award-winning journalist and long-time moderator of NBC's "Meet the Press."

The major provides students opportunities to develop leadership, advocacy, critical thinking, and communication excellence in writing, speaking, and performing. The discipline is studied from the viewpoints of interpersonal relations, organizational communication, journalism, rhetoric, integrated marketing communication, public relations, theatre, and multimedia channels (e.g., social media, broadcasting, film, internet). Students take courses in each area and then develop their own program with the assistance of a department advisor. When applying to major in communication, a minimum GPA of 2.25 is required.

In addition to a major in communication and a minor in communication and or theatre, the department participates in the major/minor offered in Women's and Gender Studies.

Department faculty direct programs in debate, radio and television broadcasting, journalism, public relations, and theatre. Department facilities include the WJCU-FM radio station, the Marinello Little Theatre, Kulas Auditorium, the Klein Television Studio, the debate lab, and the multimedia journalism lab.

Qualified senior majors may participate in independent study or an internship to gain experience in research or a communications industry. The department has connections with a wide range of organizations with which to place students.

Recent John Carroll Communication and Theatre Arts alumni have careers in broadcasting and journalism, public relations and advertising, sales and promotions, marketing and management, theatre administration, and education, as well as with foundations and nonprofit organizations. The major is an excellent foundation for those who desire to pursue graduate study in communication and theatre, management, education, public affairs, or law.

CO 125 is required of all students for graduation. Students with a year or more

of a high school speech class may test out of CO 125 by passing both a written examination and an oral presentation. CO 125 does not count toward the major.

Practicum courses and CO 125 do not apply toward the department major, minor, or Division II of the University Core (prior to Fall 2015). **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, 170, or 180. No more than three hours can be earned in any one practicum. Of the 39 hours required for the major, 24 must be earned at John Carroll University.**

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, sports industries, newspapers, and theatres. Interns studying public relations and interpersonal communications have been placed with Cleveland companies and advertising agencies on a regular basis.

Graduates of the department are eligible to apply for the “Meet the Press” Fellowship awarded to a graduating senior motivated to pursue a career in political journalism. The fellowship is a nine-month (September-May) position at “Meet the Press,” NBC’s number-one-rated public affairs program.

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 Studies Bulletin*.

## **Program Learning Goals in Communication and Theatre Arts**

Students will:

1. Create messages in a variety of media and arenas, critically and creatively.
2. Present and/or advocate ideas ethically and effectively for a variety of audiences.
3. Evaluate messages using critical and ethical analysis.
4. Analyze how audiences receive, interpret, and react to messages.

## Major and Minor Requirements

**Major in Communication and Theatre Arts:** 39 credit hours.

**Communication Studies Track:** CO 200, 220, 245, 495; one of the following: CO 225, 395, 396, 397; one of the following: CO 215, 235, 265, 285; seven additional CO courses at the 300 or 400 level.

**Integrated Marketing Communication Track:** CO 200, 220, 245, 315, 360, 407, 417, 495, 497; two of the following: CO 323, 340, 350, 399\*, 415; one of the following: CO 300, 305, 400, 441, 446; one of the following: CO 225, 286, 321, 322, 465.

**Journalism Track:** CO 200, 220, 225, 245, 319, 320, 438, 467, 495; four of the following, three at the 300 or 400 level: CO 201, 215, 226, 286, 305, 321, 322, 323, 324, 325, 330/331, 335/336, 346, 355, 380, 389, 397, 399\*, 421/422, 435, 449, 455, 465, 497.

**Persuasive and Relational Track:** CO 200, 220, 235, 245, 400, 446, 495; five of the following: CO 300, 305, 341, 346, 390, 399\*, 405, 441, 449, 450, 497; one additional CO course at the 200 level or above.

**Visual Media Track:** CO 200, 220, 245, 495; *Video* concentration: CO 215, 225, 319, 320, 397, 497; three of the following, one at the 400 level: CO 201, 226, 286, 321, 322, 323, 324, 330/331, 335/336, 355, 399\*, 421/422, 435, 438, 465. *Film* concentration: CO 316, 317, 318, 396, 399 (film directing), 497; three of the following, one at the 400 level: CO 201, 226, 286, 321, 322, 323, 324, 330/331, 335/336, 355, 421/422, 435, 438, 465.

**Minor in Communication:** 21 credit hours. Three of the following: CO 200, 201, 220, 225, 245, 280; one course from the following group: CO 215, 235, 265, 285; three additional courses at the 300 or 400 level.

**Minor in Theatre Arts:** 21 credit hours. (Please note that CO majors may count up to nine credit hours of the minor toward completion of the major requirements when the same courses count toward both.) Two of the following: CO 265, 280 (EN 203, 222, or CL 250 can be substituted with permission from the chair of the CO department), 285; two of the following: CO 314, 395, 396; one of the following: CO 365, 375, 399\*; one of the following: CO 343, 345, 470, 471; one of the following: CO 475, 476.

Majors may also select a focus in Media Writing or Film Studies as part of their major course work. *Film:* CO 316, 317, 396, 399\* (Film Directing); one of the following: CO 318, 399\* (Film and Identity in Japan and Mexico). *Media Writing:* CO 225, 395, 396, 397; one of the following: CO 308, 389, 407, 455.

\*Special Topics (399) must be appropriate to the particular track; consult advisor.

**125. SPEECH COMMUNICATION 3 cr.** The Oral Foundation competency course for the University. Features the principles of oral communication, applying communication theory to the preparation and delivery of speeches in informative, argumentative, and persuasive settings with appropriate technology. Uses audience analysis and adaptation to foster development of communication competence, critical analysis, and aesthetic appreciation, all within an ethical framework. (Equivalent of CO 100)

**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. Pass/Fail. 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. Pass/Fail. 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 broadcast facility operation. Emphasis on the duties of and interrelationships among various departments at the broadcast station. Uses facilities of WJCU. Pass/Fail. 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, and press releases. Pass/Fail. May be repeated for a maximum of 3 credits.

**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. Pass/Fail. May be repeated for a maximum of 3 credits.

**170. 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. Pass/Fail. May be repeated for a maximum of 3 credits.

**180. PUBLIC SPEAKING PRACTICUM 1 cr.** Prerequisite: permission of instructor; prerequisite or corequisite: CO 100 or CO 125. Application of public speaking skills reflecting co-curricular experiences to be presented in community settings.

**185. IMPROVISATION 1 cr.** Focuses on the skills of improvisation and extemporaneous speaking to organize your thoughts and be more confident in front of peers and an audience.



**190. BASIC PHOTOGRAPHY FOR THE DIGITAL AGE 1 cr.** A condensed photographic course for learning elemental skills of visual communication, using digital cameras, smart phones and/or electronic tablets, and applying computer processing for Web postings. Students consider the ethics involved in photo choice, processing, and placement to better understand issues of photo manipulation, fairness, diversity, privacy, and copyright for Web/print stories.

**200. INTERPERSONAL COMMUNICATION 3 cr.** How people establish, maintain, and alter relationships with friends, strangers, work associates, and family members in professional, personal, cross-cultural, and social media contexts. Discussion and application to professional and personal settings of theories of interpersonal communication, the role of self-awareness and culture, perception, diversity, verbal and nonverbal messages, listening, conflict, power, and ethics in relationships.

**201. INTRODUCTION TO COMMUNICATION RESEARCH 3 cr.** Increases knowledge and understanding of communication as an academic discipline. Focus on developing hypotheses, applying qualitative and quantitative research methods, developing competency in identifying useful resources, critically analyzing these resources, and creating clear and concise written and oral arguments.

**215. FUNDAMENTALS OF MEDIA PERFORMANCE 3 cr.** Analysis, interpretation, and communication of types of announcing performance areas: voice development, news presentation, interviewing, commercial delivery, and microphone and camera techniques. Applicable in public relations, sales, marketing, and similar fields. Uses Klein Television Studio.

**220. AMERICAN ELECTRONIC MEDIA 3 cr.** Evolution of electronic media in the U.S. and their impact on society, economics, programming, technology, and convergence. Radio, TV, video, Internet, and social media.

**225. JOURNALISM 3 cr.** Introduction to newsgathering and news writing for print, broadcast, online, and social media. Uses Mac lab. Emphasis on developing the information-gathering, research, and verification skills involved in news reporting.

**226. SPORTS BROADCASTING (326) 3 cr.** Study and practical experience in all jobs necessary for live-to-tape broadcasts of John Carroll University sporting events. Students must be able to attend events on weekends.

**235. BUSINESS AND PROFESSIONAL SPEAKING 3 cr.** Prerequisite: CO 100/CO 125. Extension of the types of public speaking introduced in CO 100. Emphasis on demonstrations, business reports, persuasive and special occasion speeches. Writing manuscripts for speeches, using web technology, and delivering and analyzing speeches. Presentations will be recorded.

**245. ARGUMENTATION AND DEBATE 3 cr.** Prerequisite: CO 100/CO 125. Analysis of argumentation theory and its application in debates on significant contemporary problems. Consideration of propositions, issues, evidence, analysis, briefing, case construction, and refutation.

**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.

**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 production.

**285. ACTING FOR THE STAGE 3 cr.** Problems, basic performance, and rehearsal techniques for the actor. Practice in creative exercises and improvisations; studies in character development and physical/vocal work. Examination of historical development of the actor and theories of acting. Classroom performance/critique of scenes.

**286. MEDIA LITERACY (386) 3 cr.** Examination of the interplay of media, self, information, and society to understand the role of media in shaping culture and social reality. Encourages the development of a critical approach to all mediated messages in a complex, information-based society.

**300. SMALL GROUP COMMUNICATION 3 cr.** Small group theory, leadership, decision-making, and communication skills. Practical application of group-discussion concepts.

**305. INTERVIEWING PRINCIPLES 3 cr.** Focus on survey/marketing, media, employment and sales interviews: analysis of theory, construction of questions, developing interview structure and evaluation. Application is emphasized, and students will participate both as interviewers and interviewees.

**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.

**314. THEATRE PRODUCTION 3 cr.** Introduction to theatre backstage production, including leadership. Aesthetic and practical aspects to the process of producing a play. Theory and technique in the use of computer equipment and the backstage process of production and technical support. Use of the promptbook. Backstage crew work on a show at several levels, including student leadership roles. Uses Marinello and Kulas Auditorium as laboratories.

### **315. INTRODUCTION TO INTEGRATED MARKETING**

**COMMUNICATION (IMC) 3 cr.** Overview of IMC in order to understand the function of and connectivity among advertising, public relations, promotion, and interactive media as key components of the marketing mix. Students will establish e-portfolios and personal websites to use throughout the Integrated Marketing Communication Track.

**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 its beginnings in France to the modern era. Historical background and related cultural elements in affecting the creation of films. Various film schools and directors are examined with attention to the evolution of styles and storytelling methods

**319. VIDEO PRODUCTION 3 cr.** Prerequisite: CO 225. Development of video production in the field and studio. Emphasizes single-person field news reporting with web posting of work. Also studio program development, preplanning, and direction. Uses the Klein Studio.

**320. AUDIO PRODUCTION 3 cr.** Prerequisite: CO 220 or permission of instructor. Fundamental theory and techniques in use of audio equipment and basic digital audio production. Includes scripting, recording, mixing, editing, and production of several program forms. Uses facilities in O'Malley Center as a laboratory.

**321. MINORITIES, STEREOTYPES, AND THE MEDIA 3 cr.** History, problems, roles, struggles, and contributions of major ethnic groups in the U.S. in relation to mass media. Stereotyping, access limitations, evolution of ethnic media, issues, and problems in American mass media systems. Africana Studies course.

**322. WOMEN IN MASS MEDIA 3 cr.** Examines the historical contributions of women to the development of mass media and critiques the portrayal of women in the media and impact of that portrayal on society. Includes print, advertising, TV, film, photography, news, and alternative media. Women's and Gender Studies course.

**323. MEDIA SALES AND MARKETING 3 cr.** Study of the sales and marketing function in commercial broadcast stations, networks, the Internet, and cable systems. Theory and application in media research sales, marketing, and promotion.

**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 doing major investigative and explanatory journalism projects with use of databases, original public records research, information-gathering interviews, and article writing.

**330. PHOTOJOURNALISM 3 cr.** Prerequisite: CO 225 or permission of instructor; 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.

- 335. ILLUSTRATIVE PHOTOGRAPHY 3 cr.** The art and science of magazine and advertising photography. Includes portraits, food, architecture; use of light kits.
- 340. EVENT PLANNING (440) 3 cr.** 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.
- 341. AMERICAN VOICES 3 cr.** Uses of speech, video, film, song, and other forms of communication to build communities and to advocate for change. Special emphasis on social protest, from the Civil Rights movement through Occupy, the Tea Party, and Anonymous. Communication as a window on culture and political economy.
- 343. INTERNATIONAL THEATRE 3 cr.** Examines performance outside of Europe and the U.S. Topics range from Latin America and the Caribbean to Africa and Asia. History, critical theory, production methods, and plays of these theatres. Topics vary according to semester.
- 345. TOPICS IN NORTH AMERICAN THEATRE AND PERFORMANCE 3 cr.** History and critical analysis of theatre and performance in North America. Topics vary according to semester, but can range from Canadian, U.S., and Mexican/Chicano theatre to African-American theatre or popular theatres such as vaudeville and musical theatre.
- 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.
- 350. SOCIAL MEDIA 3 cr.** The role of social media in marketing communications. Discussion of best practices, community management, crisis communication, and ROI. Emphasis on creating and executing appropriate social media strategy within an organization.
- 355. MULTIMEDIA 3 cr.** Study of the thought processes and aesthetics in the production of multimedia from initial concept through development to actual construction. Encourages hands-on design and development skills using the latest industry-leading software tools. Special emphasis on the creation of real-world, portfolio-quality projects for print, video, the Web, and other communication channels.
- 360. IMC RESEARCH AND CONSUMER INSIGHTS 3 cr.** Prerequisite: CO 315. Examines research methods used to develop IMC programs and campaigns; also, how research is used to inform decisions about IMC strategies and tactics. Discussion of research on consumer attitudes and behaviors.
- 365. DESIGN FOR THE STAGE 3 cr.** Aesthetic, practical, and process orientation to set, costume, and properties design for the stage. Includes drawing, drafting, and written analysis of plays and musicals. Also includes aesthetic, practical and process orientation to lighting design. The process of this collaborative art is explored through group and individual projects. Basic drawing and drafting tools required.

**375. DIRECTING FOR THE STAGE 3 cr.** Prerequisite: CO 265 or 280 or 285, or permission 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 U.S. How the press operates within specific countries as well as how the identities of these countries are shaped through the media.

**389. SOCIAL ISSUES JOURNALISM 3 cr.** Prerequisite: CO 225. Researching and communicating social issues through journalism. Focus on use of data, interpreting and writing about public affairs, and examining how the news media report on social issues. Topics can include reporting on issues in healthcare, the environment, poverty, and immigration.

**390. INTERCULTURAL COMMUNICATION 3 cr.** Prerequisite: CO 200. Basic concepts and theories of intercultural communication applied to global and domestic contexts. Addresses issues of diversity, globalization, and social justice, communicative interactions, and power dynamics among people with different cultural, social, national, racial/ethnic, linguistic, historical, and religious backgrounds. Asian cultures serve as the basis for comparison.

**395. PLAYWRITING (270) 3 cr.** Prerequisite: permission of instructor. The major elements of a dramatic work for theatre from page to stage. Students will learn the building blocks for writing a play; beginning, middle, and end and how to develop strong and interesting characters. Importance of subtext, format, and how to get a play published and performed. Students are required to write a one-act play and have it performed in front of an audience.

**396. SCREENWRITING (295) 3 cr.** Prerequisite: permission of instructor. The art and craft of screenwriting and the creation of scripts for film. Basics of writing a screenplay, including motion picture structure, character development, and dialogue writing. Students will learn the correct screenwriting format and how motion pictures are written, filmed, and edited and the philosophy and business practices of the screenwriting profession.

**397. WRITING FOR TELEVISION, RADIO AND NEW MEDIA 3 cr.** The principles, forms, and latest techniques for writing commercials; news and sports; features and documentaries; talk shows, music variety, and comedy programs; education, corporate, and children's programs; and one-hour drama and half-hour sitcoms for network, cable, Internet, and local TV.

**399. SEMINAR/SPECIAL TOPICS IN COMMUNICATION 1-3 cr.** Prerequisite: permission of instructor. Responsibility for CO 399 rotates among department faculty, a new area of study specified by each. Topic will be announced in the semester course schedule.

**400. ORGANIZATIONAL COMMUNICATION 3 cr.** Examines communication within and between organizations in a global context. Focus on management/communication theory for motivating/leading organizations in corporate, non-profit, and government settings. Students will develop awareness of their individual leadership style. Specific application of these approaches on socialization, decision-making, conflict, change, creativity, workforce diversity, ethics, and organizational culture.

**405. CONSULTING, TRAINING AND DEVELOPMENT 3 cr.** Focus on the role of the consultant, models of consulting, and methods of training in various corporate, government, and nonprofit settings. Students will produce a module of communication training.

**407. CREATING FOR INTEGRATED MARKETING COMMUNICATION 3 cr.** Prerequisites: CO 315 and 360. Understanding and executing copy and design for advertising, public relations, broadcast, point-of-sale, and web. Students will evaluate the effectiveness of each medium, and develop an appreciation for compelling writing and visuals. Writing skills will be honed and AP Style considered a foundation.

**415. BRANDING 3 cr.** What is brand beyond an imprint on a cow's hindquarter? How do brands become successful and enduring? When do they fail? Use of case studies to evaluate the power of the brand. Students will be able to understand branding in the context of marketing and the media mix.

**417. INTEGRATED MARKETING CAMPAIGNS 3 cr.** Prerequisites: CO 315, 360 and 407. Designing and pitching an integrated communications campaign for a campus or community client. Theory becomes practice as students develop strategic direction for an assigned client.

**421. ADVANCED VIDEO PRODUCTION 3 cr.** Prerequisites: CO 319 and permission of instructor. 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 to video development, using field facilities and the Klein Television Studio as laboratories.

**430/540. THE ETHICS AND LAW OF HEALTH COMMUNICATION 3 cr.** Overview of the legal and ethical issues faced by health care consumers, practitioners, and administrators. Introduces students to the legal aspects of health care at the federal, state, and local levels. Topics include criminal and civil claims against health care providers, corporate and individual liability, and legal and ethical decision-making.

**438. MULTIMEDIA JOURNALISM 3 cr.** Prerequisite: CO 225. Focuses on the differences and similarities in reporting, writing, and production of digital news using text, photographs, video, audio, and Web design. Includes analysis of news content, ethical responsibilities of reporters and managers, and effects on society. Students will produce a class news website, a video newscast, individual blogs, and use social media to find, cover, and circulate news stories.

**441. RHETORICAL THEORY AND CRITICISM 3 cr.** Prerequisites: CO 100 or CO 125 and EN 125 or equivalent 100-level English writing class. Analyzes rhetorical theory with emphasis on criticism of persuasive discourse found in a variety of texts, including speeches, novel, film, music, and campaigns. Theories and texts range from classical to contemporary.

**446. PERSUASIVE COMMUNICATION THEORY 3 cr.** Theories of persuasion and their applications to actual persuasive phenomena; persuasion viewed as imposition, as social exchange, as a process of interpretation, and as embedded in cultural rules. Persuasion in political, mediated, corporate, and social contexts.

**449. POLITICS, PUBLIC POLICY AND THE MEDIA 3 cr.** Prerequisite: CO 225 or PO 101. Analysis and critique of the dynamics between the news media, political groups, and the public and their effects on public policy. Historical perspective on selected campaigns with an emphasis on social, political, and economic shifts in American society.

**450. COMMUNICATION THEORY 3 cr.** Explores the ways in which we make sense of communication, behaviors in performance, interpersonal, public, and mediated settings. Theories seek to describe, explain, critique, and predict communication events and outcomes.

**455. HEALTH AND ENVIRONMENTAL WRITING 3 cr.** Prerequisites: A laboratory science course and CO 100 or CO 125 and EN 125 or equivalent 100-level English writing class. Researching and communicating environmental and health issues through the media. Focuses on interpreting and writing scientific and technical information in an accessible way and understanding strategies of risk communication.

**465. MEDIA ETHICS 3 cr.** Ethical theories and their application in media issues such as news story selection, Internet privacy, public relations, photography, art, and entertainment. Includes analysis of professional codes of ethics and extensive use of case studies.

**467. COMMUNICATIONS AND THE FIRST AMENDMENT 3 cr.** Survey of major topics in media law in the U.S. with particular attention to the First Amendment and how its interpretation has evolved through landmark Supreme Court decisions. Includes segments on commercial speech, copyright, privacy, and international legal issues of importance to all communications professionals.

**470. THEATRE HISTORY AND CRITICISM I 3 cr.** Survey of the theory and history of the theatre and drama from the Greeks to the 19<sup>th</sup> century. Relationship between the theatre and the social and aesthetic values of its time.

**471. THEATRE HISTORY AND CRITICISM II 3 cr.** Survey of the theory and history of the theatre and drama in the late 19<sup>th</sup>, 20<sup>th</sup>, and early 21<sup>st</sup> centuries. Relationships between the theatre and the social and aesthetic values of its time.

**475. LITTLE THEATRE WORKSHOP 3 cr.** Prerequisites: prior participation in Little Theatre Workshop productions, and permission 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 Little Theatre Workshop productions.

**476. LITTLE THEATRE WORKSHOP, DESIGN, AND MANAGEMENT 3 cr.** Prerequisites: CO 365; prior participation in Little Theatre Productions; and permission 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.

**495. SENIOR CAPSTONE IN COMMUNICATION STUDIES 3 cr.** Required of all majors in their senior year. Students complete a comprehensive communication project or research study under the direction of faculty and develop an online portfolio. Based on knowledge and skills acquired through education and experience as a communication major. Includes presentation.

**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. Pass/Fail. No more than 3 credits may be applied toward completion of the major.

**499. INDEPENDENT STUDY 1-3 cr.** Prerequisites: CO major; permission of instructor and chair. Particular problem in communication examined in depth. Final paper and oral examination. Projects must be approved prior to registration. Consult chair for details.





# Computer Science (CS)

*Professors:* P. L. Shick (Chair), M. Kirschenbaum, D. W. Palmer, L. M. Seiter; *Assistant Professor:* E. Manilich

## Major Programs

The Department of Mathematics and Computer Science offers three major programs in computing: a Bachelor of Science in Computer Science, a Bachelor of Science in Computer Information Systems, and a Bachelor of Science in Computer Science with Health Care Technology. They have a common set of core courses for the first two years of study, preparing students with a strong foundation in software programming and application development. The majors diverge for the upper-level courses, with Computer Science majors acquiring a strong understanding of how and why technology works, while Computer Information Systems majors focus on learning how to apply technology to solve complex business problems, and Computer Science with Healthcare Information Technology majors augment a foundation in computer science principles and practices with technology and information processing from the healthcare field. The department also offers mathematics (MT) programs that are described in a separate section.

Technology is becoming an increasingly integral part of everyday life. It influences the music we enjoy, the medical advances we rely upon, the way we communicate, and how we do business. An understanding of technology is a vital skill set for an educated person in this century. Technology drives innovation in all of the sciences and business, as almost every significant challenge facing the world turns to computing as an aid to a solution.

The major in **Computer Science** leading to the B.S. prepares students for a career in technology, as well as graduate study in computer science. Computer science 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.

The major in **Computer Information Systems** leading to the B.S. enables students to understand, manage, and apply technology within the realistic constraints of an ever-changing marketplace. Graduates of the program play a critical role in the future of business, the economy, and social interactions by designing new forms of communication and online business communities.

The major in **Computer Science with Healthcare Information Technology** leading to the B.S. is a complete degree in computer science with additional and focused course work that provides foundational knowledge for the technological side of the healthcare field. Students in this program have all the professional opportunities of those in the Computer Science major with additional preparation, insight, and hands-on

experience for a healthcare-related career. Additionally, because of the intertwined nature of technology and medicine, this program can also provide a valuable foundation for the next generation of doctors and medical professionals.

## **Program Learning Goals in Computer Science**

Students will:

1. Develop problem-solving and critical thinking skills and use these skills to solve complex computing problems.
2. Acquire a working knowledge of the theoretical foundations of computer science.
3. Acquire both a working knowledge and a theoretical understanding of the professional practice and formal methodologies of development of large software projects.
4. Acquire communication and interpersonal skills necessary to perform effectively in a technical environment.

### **Major and Minor Requirements**

**Major in Computer Science:** 46 hours. CS 125, 128, 128L, 150, 225, 228, 242, 270, 328, 470; one of the following MT courses: 118, 122, 130, 135, or 167 (or another MT course with permission of department); two CS courses chosen from the following list: CS 333, 360, 428, 464, 477; three additional CS courses at or above the 300 level.

A comprehensive examination is required.

**Major in Computer Information Systems:** 46 hours. CS 125, 128, 128L, 150, 225, 228, 242, 270, 345, 350, 470, 475; one of the following MT courses: 118, 122, 130, 135, or 167 (or another MT course with permission of department); three additional CS courses at or above the 300 level.

A comprehensive examination is required.

**Major in Computer Science with Healthcare Information Technology:** 46 hours. CS 125, 128, 128L, 150, 225, 228, 242, 270, 312, 470HC, 475HC, 476, 478; one of the following MT courses: 118, 122, 130, 135, or 167 (or another MT course with permission of department); two courses chosen from the following list: SC 273, CS 307, EN 407, CS 479. One CS course from the 300 or 400 level may be substituted for one course on the list. **Note:** This list will be augmented during the time covered by this bulletin.

**Minor in Computer Science:** 22 hours. CS 125, 128, 128L, 150, 225, 228; one additional CS course at or above the 200 level; one of the following MT courses: 118, 122, 130, 135, or 167 (or another MT course with permission of department).

**Minor in Computer Science with Healthcare Information Technology:** 22 hours. CS 125, 128, 128L, 150, 225, 228, 312, 476. **Note:** students must also complete HIPAA certification.

**125. INTRODUCTION TO WEB DESIGN AND IMAGE PROCESSING 3 cr.**

Principles of website design and creation. Introduction to HTML, cascading style sheets, templates, image processing, and animation. Students will create their own websites.

**128. INTRODUCTION TO SOFTWARE APPLICATION DEVELOPMENT 3**

**cr.** Corequisite: CS 128L. Fundamentals of computing with an emphasis on mobile technology. Utilizes a visual programming environment to design, build, and test mobile apps. Introduction to application development, inquiry-based simulation, rapid prototyping, incremental problem solving and graphical user interface programming.

**128L. INTRODUCTION TO SOFTWARE APPLICATION DEVELOPMENT**

**LABORATORY 1 cr.** Corequisite: CS 128. Programming laboratory intended to provide hands-on experience in applying the programming concepts learned in CS 128. Experience in learning the process of program development, with emphasis on techniques for testing and debugging.

**144. SOFTWARE ANIMATION AND MODELING 3 cr.** Fundamentals of computational thinking using a graphic interface language such as Scratch; fundamentals of applied logic and algorithmic thinking; designing and implementing mathematical models of scientific and social phenomena.

**150. DATABASE SYSTEMS 3 cr.** Introduction to relational database design and implementation. Topics include database systems concepts and architectures, structure query language (SQL), entity relationship (ER) modeling, relational database design, functional dependencies, and normalization.

**225. ADVANCED WEB DESIGN 3 cr.** Prerequisites: CS 125, CS 128; prerequisite or corequisite: CS 150. Design and development of distributed Internet applications and dynamically generated websites. Integration of web and database technology. Exploration of popular web frameworks and APIs such as .NET, Google APIs, and AJAX.

**228. OBJECT-ORIENTED DESIGN AND PROGRAMMING 3 cr.**

Prerequisite: CS 128. Prerequisite/corequisite: MT 118 or MT 122 or MT 135 or MT 167. Continuation of CS 128 emphasizing the benefits of object-oriented languages: modularity, adaptability, and extensibility. Object-oriented programming concepts include objects, classes, methods, constructors, message passing, interfaces, inheritance, and polymorphism.

**242. MODELS OF COMPUTATION 3 cr.** Prerequisite: CS 228. Fundamental concepts in automata theory and formal languages, including finite automaton, regular expression, pushdown automaton, context free grammar, and Turing machine. Applications of automata in current programming languages. Introduction to algorithm analysis and asymptotic notation.

**270. SOFTWARE DEVELOPMENT PRACTICES 3 cr.** Prerequisite: CS 228. Prerequisite/corequisite: CS 242. Skills, tools, and techniques necessary for successful software engineering projects in a hands-on, project-oriented context. Students will work on development efforts that each focuses on a different set of tools and techniques. Topics include system design, UML diagrams, unit testing, system testing, continuous integration, refactoring, performance and optimization, acceptance testing, and code maintenance.

**299. INDEPENDENT STUDY IN COMPUTER SCIENCE 1-4 cr.** Prerequisites: permission of chair and faculty member. Independent study under the supervision of a faculty member.

**307. BIOINFORMATICS 3 cr.** Prerequisite: CS 128. The application of computational methods and principles to solve data-intensive and pattern-discovery problems in biology, especially molecular and systems biology, without prior knowledge of college-level biology. Topics may include gene sequence assembly, sequence alignment, phylogenetic tree inference, gene expression, and protein interaction networks.

**312. HEALTHCARE INFORMATION TECHNOLOGY 3 cr.** Prerequisite: CS 270. Explores development, tools, and technology specific to healthcare information. Examples include: the HL7 information protocol, electronic medical records, HIPAA issues and practices for developers. DICOM standard for storage and manipulation of medical images, database storage, archiving and network requirements and protocols, security, data access, data maintenance, and backup practices and related software development issues.

**322. BIG DATA ANALYTICS 3 cr.** Prerequisite: CS 242. What is “Big Data?” Data mining algorithms, machine learning algorithms. Emphasis on real analyses being performed every day by businesses, governments, and online social networks.

**328. ADVANCED PROGRAMMING 3 cr.** Prerequisite/corequisite: CS 242. Advanced object-oriented programming: exceptions, threads, synchronization, serialization; Data Structures/Collection API's. Introduction to algorithms and analysis of algorithms. Graphical User Interface APIs.

**333. ROBOTICS 3 cr.** Prerequisite: CS 228. Foundations of robotics concepts and implications. Hands-on construction programming of robots to perform specific tasks. Primary focus will be on managing the real-world inexactness that robots must contend with. Multi-robot systems including simulation, cooperation, coordination, and redundancy. Conceptual and practical aspects of robotics.

**345. SOCIAL COMPUTING 3 cr.** Prerequisites: CS 225, 242. Introduction to a variety of Internet-enabled information technologies and concepts involving the interactions of large numbers of people. These include social networking sites, blogs, RSS, podcasting, wikis, social bookmarking tools, photo sharing tools, e-communities, mapping tools, participating in and programming of virtual worlds, and grid/cloud computing. Exploration of popular frameworks and APIs for managing social graphs and supporting community collaboration.

**350. ADVANCED DATABASE SYSTEMS 3 cr.** Prerequisite: CS 225.

Prerequisite/corequisite: CS 242. Alternative data models and advanced database techniques, Big data support, Web-DBMS integration technology, data-warehousing and data-mining techniques, database security and optimization, and other advanced topics.

**360. GAME DESIGN AND PROGRAMMING 3 cr.** Prerequisite: CS 270.

Exploration of game engine(s) and computer techniques that create both animated imagery of objects and interactive agent behavior, including artificial intelligence concepts. Graphical and game design followed by implementation via a large-team development of a class-designed game.

**380. SPECIAL TOPICS IN PROGRAMMING 1-3 cr.** Prerequisite: dependent on topic. Investigations of emerging programming technologies and paradigms.

**399. INDEPENDENT STUDY IN COMPUTER SCIENCE 1-4 cr.** Prerequisites: permission of chair and faculty member. Designed for the student who wants to undertake a research project supervised by a faculty member.

**428. NETWORK PROGRAMMING 3 cr.** Prerequisite: CS 228. Prerequisite/corequisite: CS 242. Study of various network protocols such as TCP/IP. Topics may include network topology; routing algorithms; network addressing; Ethernet with collision detection; the use of analytical tools for network analysis and design; threading/synchronization as well as socket programming; client/server model.

**445. MOBILE TECHNOLOGY 3 cr.** Prerequisites: CS 225, 242. Mobile frameworks and tools, Text-to-Speech techniques, multimodal user interfaces, intents and services, storing and retrieving data, synchronization and replication of mobile data, mobile agents and communications.

**464. OPERATING SYSTEMS 3 cr.** Prerequisite: CS 242. Memory management, scheduling, mutual exclusion and semaphores, deadlock, scripting using Linux; also, the use of modules and recompiling the Linux kernel to alter the Linux operating system.

**470. SOFTWARE ENGINEERING PROJECT 3 cr.** Prerequisites: senior CS or CIS major, CS 270. Simulation of the environment of the professional software developer working in a team on a large software project for a real client or for an open-source community. Development teams will make widespread use of previously learned tools and techniques. Student developers will use their skills, ingenuity, and research abilities to address various issues and deliver a working, useful system. Traditional or Agile development methodologies.

**470HC. SOFTWARE ENGINEERING HEALTHCARE PROJECT 3 cr.**

Prerequisites: senior standing in the Healthcare Information Technology track, CS 270, CS 312. Students will develop a large software project related to Healthcare IT using the same methodologies and techniques as in CS 470.

**475. TECHNICAL WRITING IN COMPUTER SCIENCE 3 cr.** Prerequisite: CS 228. Written communication related to computer science emphasizing clear, concise expression of technical information. Exploration of several types of CS writing, including users' guides, help pages, tutorials, mainstream articles, and technical papers. Students read and analyze sample pieces; write, edit, and revise their own and critique other students' work.

**475HC TECHNICAL WRITING IN HEALTHCARE IT 3 cr.** Prerequisites: participation in the Healthcare Information Technology major, CS 228. Application of the written communication skills described in CS 475 to Healthcare IT topics. In addition, HIPAA training and medical terminology will be covered and used in writing requirements.

**476. SYSTEMS TECHNOLOGY AND PRACTICES SEMINAR 3 cr.** Prerequisite: CS 270. Features a weekly guest speaker from the information technology profession, including the healthcare information technology field. The instructor will provide foundational material prior to each talk and analyze it with the class afterwards. Students will develop individual, self-designed projects based on a speaker's topic.

**477. DESIGN PATTERNS 3 cr.** Prerequisite: CS 242. Object-oriented design skills and techniques. Surveys all 23 "canonical" design patterns catalogued by Gamma et al, and the creational, structural, and behavior classes of patterns. Variations of these patterns, how and where to apply them, and using them together to build larger, more maintainable programs.

**478. HEALTHCARE TECHNICAL INTERNSHIP 3 cr.** Prerequisites: senior standing in the Healthcare Information Technology major, CS 470HC, and permission of department chair. Highly individualized, culminating experience for students in this major. Focuses on an information technology-related challenge that has been designed and approved by the MT/CS faculty and a healthcare professional.

**479. HEALTHCARE MENTORING INTERNSHIP 3 cr.** Prerequisite: CS 478. This course is by *invitation only*. When a student excels in a CS 478 internship, we provide the opportunity for the sponsoring organization to offer the student a second internship in the senior year. The student will serve as a mentor to other students in CS 478 at the same institution, sharing insight and experience from his or her previous internship.

**480. SPECIAL TOPICS cr. TBA.** Reading, reports, research on selected material and topics.

**499. INDEPENDENT STUDY IN COMPUTER SCIENCE 1-4 cr.** Prerequisites: permission of chair and instructor. Designed for the student who wants to undertake a research project supervised by a faculty member.

# East Asian Studies (EA)

The East Asian Studies Program serves as a focal point for academic courses leading to an interdisciplinary major and minor in East Asian Studies. Intended to deepen students' knowledge and understanding of this important world region, the East Asian Studies Program also brings greater international awareness to the campus and community by sponsoring guest lectures, cultural performances, high school outreach, film series, study tours, and special events related to East Asia. For further information about East Asian Studies at John Carroll University, please contact the program via email at [eas@jcu.edu](mailto:eas@jcu.edu) or visit its website at [www.jcu.edu/eas](http://www.jcu.edu/eas).

The East Asian Studies Program is coordinated by the East Asian Studies Advisory Committee, faculty members of which are appointed for limited terms by the appropriate dean. As of the printing of this *Bulletin*, members include:

## **Program Director**

- Keiko Nakano, M.A., Assistant Professor of Japanese

## **Committee Members:**

- Peter Kvidera, Ph.D., Director, University Core Curriculum; Associate Professor of English
- Sokchea Lim, Ph.D., Assistant Professor of Economics
- Bo Liu, Ph.D., Assistant Professor of Art History
- Susan Orpett Long, Ph.D., Professor of Anthropology
- Pamela A. Mason, Ph.D., Associate Dean for Social Sciences, Education, and Global Studies; Associate Professor of Political Science
- James Martin, Ph.D., Professor of Marketing
- Malia McAndrew, Ph.D., Associate Professor of History
- Paul K. Nietupski, Professor of Theology and Religious Studies
- Martha Pereszlenyi-Pinter, Ph.D., Chair, Department of Classical and Modern Languages and Cultures; Associate Professor of French
- Roger W. Purdy, Ph.D., Associate Professor of History
- Jiang Shi (2014-2016), Confucius Classroom Instructor in Chinese
- Jie Zhang, M.A., Associate Librarian

## **Program Learning Goals in East Asian Studies**

Students will:

1. Demonstrate at least second-year language proficiency (ACTFL's intermediate-mid) in an East Asian language.
2. Identify common elements of the East Asian region, as well as differences within the region based on society and culture.
3. Analyze an East Asian society from at least three disciplinary perspectives (including, but not limited to, anthropology, art history, economics, history, literature and the arts, political science, religious studies, and sociology).
4. Understand the role of artists, the arts, and the artistic impulse in society and recognize how history, politics, religion, philosophy, science, and technology influence art and how art influences history, politics, religion, philosophy, science, and technology.
5. Articulate the political, economic, and sociocultural relationships among East Asian nations and between East Asia and other regions.

### **Major and Minor Requirements**

**East Asian Studies Major:** 36 credits

The East Asian Studies (EAS) major offers a flexible course of study leading to the Bachelor of Arts (B.A.) that can help prepare students for graduate and professional study and careers in business, government, education, the arts, medicine, the sciences (including computer science), and law, among other areas. The EAS major can be combined with a second major or minor from another discipline.

Students majoring in EAS complete at least 36 credits (twelve courses) in EAS-approved course work from across the University curriculum, including foundational language training, course work that examines East Asia as a region, and more intensive and/or specialized studies. Distribution of courses in the EAS major is as follows:

1. Four courses in Chinese or Japanese language. Normally these include the 100-200 level sequence of language courses.
2. Eight additional EAS-approved courses in at least three different disciplines, including:
  - a. One course that examines an aspect of East Asia as a region (normally, but not always, at the 100-200 level) or that examines a country in East Asia other than the country whose language the student is studying.
  - b. Four courses at the 300-400 level, including any language courses beyond the four courses required above.
  - c. One 400-level capstone course. The capstone may involve a traditional research paper, internship, or some other structured project that ties together the student's EAS course work and reflects upon the student's experience in the EAS major. The capstone encourages students who are double majors to synthesize and reflect upon both courses of study.



**East Asian Studies Minor: 24 credits**

Students in any major may pursue the East Asian Studies minor in order to deepen their understanding of this important world region. Students in the minor choose either the **Language Track**, which emphasizes Chinese or Japanese language, or the **Interdisciplinary Track**, which provides a broader interdisciplinary approach to the study of East Asia, including one year of Chinese or Japanese language.

The minor consists of 24 credits, normally 8 courses, distributed as follows:

**1. Language Track:**

- a. Six courses in Chinese or Japanese language.
- b. Two additional EAS-approved courses in two different disciplines.

**2. Interdisciplinary Track:**

- a. Two courses in Chinese or Japanese language, normally the introductory course sequence.
- b. One course that examines an aspect of East Asia as a region, normally but not always at the 100-200 level.
- c. Five additional EAS-approved courses in at least three different departments.

**Study Abroad and Exchange**

EAS students are strongly encouraged to participate in short-term, semester-long, or year-long study abroad programs, especially ones that include language study, in East Asian countries.

In China, our students take part in year-long, semester-long, and summer programs at the Jesuit consortium Beijing Center for Chinese Studies, of which John Carroll University is a founding member.

In Japan, our students can choose between year-long or summer exchange programs offered by Sophia University in Tokyo or Nanzan University in Nagoya, or semester-long study abroad at Kansai-Gaidai University, near Osaka.

Detailed, up-to-date information about John Carroll study opportunities in China and Japan can be found on the EAS website: [www.jcu.edu/eas](http://www.jcu.edu/eas).

Up-to-date information about additional study abroad and exchange opportunities in East Asian countries is available through the Center for Global Education at <http://sites.jcu.edu/global/>. The Center for Global Education also maintains current information on costs related to study abroad and exchange.

## East Asian Language Courses at John Carroll University

JP 101-102 Basic Japanese

JP 201-202 Intermediate Japanese

JP 301-302 Advanced Japanese

JP 398-498 Supervised Study and Advanced Supervised Study

CN 101-102 Basic Chinese

CN 201-202 Intermediate Chinese

CN 301-302 Advanced Chinese

CN 398-498 Supervised and Advanced Supervised Study

### Select East Asian Studies-Approved Courses

Course availability and offerings vary from semester to semester and year to year. For complete and up-to-date listings of EAS-approved courses, go to the EAS website, [www.jcu.edu/eas](http://www.jcu.edu/eas), or the class schedule published by the Registrar's Office. Course descriptions can be found in the department sections of this *Bulletin*.

Students may petition for relevant courses taken during East Asian study abroad/exchange to count toward the EAS major. Documentation, including a course description and detailed syllabus, is required for such petition.

Courses in any discipline with significant East Asian content may be counted toward the EAS major. Students must formally petition the EAS director for permission to count such courses toward the major. Documentation, including a course description and syllabus, is required for such petition.

**Special Study Programs:** Each year, EAS sponsors a special interdisciplinary study program with a study tour to East Asia. Current programs include:

- Even-numbered years: Japanese Popular Culture in Japan
- Odd-numbered years: China in Transition

These programs typically carry 3-6 credits at the 300 level and are cross-listed in the departments of participating faculty. Program emphasis and details change from year to year. For complete, up-to-date information on these programs and study tours, contact [eas@jcu.edu](mailto:eas@jcu.edu) and visit the EAS website at [www.jcu.edu/eas](http://www.jcu.edu/eas).

**East Asian Studies (EA) Courses:**

**198. SPECIAL TOPICS IN EAST ASIAN STUDIES 1-3 cr.** Topic will be listed in the semester class schedule.

**199. PRESENTATIONS ON EAST ASIA 1 cr.** Further development of a paper or project completed for an EAS course or study abroad experience and intended for presentation at John Carroll's annual *Celebration of Scholarship* or other appropriate forum. Pass/Fail.

**298. SPECIAL TOPICS IN EAST ASIAN STUDIES 1-3 cr.** Topic will be listed in the semester class schedule.

**299A. INDEPENDENT STUDY 1 cr.** Prerequisite: permission of instructor. Directed reading or individual research.

**299B. INDEPENDENT STUDY 2 cr.** Prerequisite: permission of instructor. Directed reading or individual research.

**299C. INDEPENDENT STUDY 3 cr.** Prerequisite: permission of instructor. Directed reading or individual research.

**398. SPECIAL TOPICS: CHINA 3-6 cr.** Prerequisite: permission of instructor. Typically includes faculty-led, short-term study tour, at additional cost to students. Since topics vary, students may register for more than one semester with the consent of their academic advisor. Depending on course content, students may petition for appropriate Core credit.

**490. CAPSTONE COURSE IN EAST ASIAN STUDIES 3 cr.** Prerequisite: senior standing and permission of EAS director. A project that ties together the student's EAS course work and reflects upon the student's experience in the EAS major. Required to complete the major.



# Economics (EC)

*Professors:* F. J. Navratil, T. J. Zlatoper, W. O. Simmons; *Associate Professors:* L. R. Cima, L. N. Calkins (Associate Dean), A. M. Welki (Chair), S. K. Kahai; *Assistant Professor:* S. Lim; *Executive-in-Residence:* A. Aveni

Economics is the study of scarcity, choice, and efficiency. As British economist Alfred Marshal 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.

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.

## Major and Minor

Economics is considered one of the most flexible of all the potential fields of undergraduate study because 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). Moreover, a major in economics provides a comprehensive background for a variety of academic and professional fields. It is an ideal preparation for careers in business and 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.

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 through the College of Arts and Sciences 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.

## Program Learning Goals: Undergraduate Economics Major

Graduating seniors in Economics will have:

- Knowledge of microeconomic theory, macroeconomic theory, and market failure, and the ability to apply them to domestic and global economic issues.
- The skills necessary to identify and analyze the economic dimensions of individual, firm, and social problems.
- The ability to use an economic way of thinking to identify solutions to problems that are unfamiliar.
- The ability to recognize the limitations of proposed solutions to individual, firm, and social problems and situations.

### **Major and Minor Requirements**

**Bachelor of Arts in Economics:** 34 credits hours. EC 201-202, 207 (or waiver), 208, 301, 302, 499, and 15 additional upper-division EC hours.

*Required Support Courses:* 3 hours. MT 130. Students planning to pursue graduate work in economics or finance should consider taking MT 135-136, instead of MT 130.

It is strongly recommended that B.A. students minor in business or take additional courses in the Boler School of Business, especially finance or the year-long sequence in accounting. Additionally, students planning graduate work in economics should take EC 409 Mathematical Economics, EC 410 Econometrics, and a course in linear algebra.

**Bachelor of Science in Economics:** 61-67 credit hours.

**Business Core:** 40-46 hours, including EC 499, and MN 461 or MN 463-464.

**Major courses:** 21 hours, including EC 301, 302, with 15 hours in upper-division economics in addition to EC courses required in the business core.

All majors must take an economics comprehensive examination during senior year, which will count for a portion of the EC 499 grade. Consult the department for details.

**Minor in Economics:** 18 hours. EC 201-202 plus 12 credit hours at the 300 or 400 level.

**101. INTRODUCTION TO ECONOMIC PROBLEMS AND POLICIES 3 cr.**

Survey of selected current socioeconomic 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 (Microeconomics): 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 (Macroeconomics): economic goals, basic information about 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.

**207. BUSINESS AND ECONOMIC STATISTICS I 1 cr.** Descriptive statistics, probability and probability distributions, sampling, and sampling distributions.

**208. BUSINESS AND ECONOMIC STATISTICS II 3 cr.** Prerequisite: EC 207 (or MT 122, EC 208L, or competency waiver). Hypothesis testing, chi-square analysis, analysis of variance, correlation, bivariate and multivariate regression analysis, time series, and index numbers. Some student assignments will utilize the computer.

**221. FUNDAMENTALS OF ECONOMICS 3 cr.** Study of basic economic principles, with an emphasis on aggregate economic phenomena (macroeconomics). Microeconomic topics include supply and demand analysis, elasticity and their applications. Macroeconomic topics include measurement of macroeconomic activity, national income accounting, aggregate demand and aggregate supply, money, and fiscal and monetary policy. Does not satisfy degree requirements for the EC major or the Boler core.

**299. SPECIAL TOPICS 1-3 cr.** Specialized focus in selected areas of economics. May also include independent study work.

**301. MICROECONOMICS 3 cr.** Prerequisites: EC 201-202 and a calculus course (MT 130, MT 133-134, MT 135, or MT 167), or permission 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 and a calculus course (MT 130, MT 133-134, MT 135, or MT 167), or permission 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.

**311. MONEY AND BANKING 3 cr.** Prerequisites: EC 201-202. Money and credit; historical and institutional development of the U.S. financial system; monetary theory; policies of financial regulators.

**312. ECONOMICS OF THE PUBLIC SECTOR 3 cr.** Prerequisites: EC 201-202. Theoretical and empirical analysis of public (government) expenditures and taxation. Topics include welfare economics, public goods, externalities, theories of distributive justice, income taxation, tax incidence, taxation and efficiency, and some discussion of public choice theory.

**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 that 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.

**331. INDUSTRIAL ORGANIZATION AND PUBLIC POLICIES 3 cr.** Prerequisites: EC 201-202. Analysis of imperfectly competitive markets, focusing on the interactions among market structure, firm behavior, and market outcomes. Topics include a review of market structures, firm motives, measures of concentration, merger theory and policy, barriers to entry, monopolization, oligopoly models, pricing strategies, vertical strategies, market power, game theory, collusion and cartel theory, technological progress, and antitrust legislation.

**332. ECONOMICS OF REGULATION 3 cr.** Prerequisites: EC 201-202. Application of economic theory and techniques to regulated industries and public utilities. Recent developments in regulated industries and deregulation. Focus on the making of economic theory regulation, brief history of economic regulation, the regulatory process, capture theory, natural monopoly regulation, traditional rate-of-return regulation, incentive regulation, dynamic issues in natural monopoly regulation, telecommunications regulation, regulation of potentially competitive markets, theory of price and entry/exit regulation, methods for estimating the effects of regulation, and economic regulation of transportation.

**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.

**345. ECONOMIC HISTORY OF THE UNITED STATES (HS 345) 3 cr.**

Prerequisites: EC 201-202. Growth of the U.S. economy from colonial times to post-World War II period. 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 analytical techniques of economic theory to 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 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 department 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, and MT 130 or MT 135 or MT 133-134; or permission of chair. Economic analysis from a mathematical perspective. Static equilibrium analysis, comparative statics, and optimization using matrix algebra and calculus.

**410. ECONOMETRICS 3 cr.** Prerequisites: EC 201-202 and 208; or permission of chair; recommended: EC 301 and/or 302 and 409. Building econometric models, understanding different econometric methods, and estimating models using computer packages.



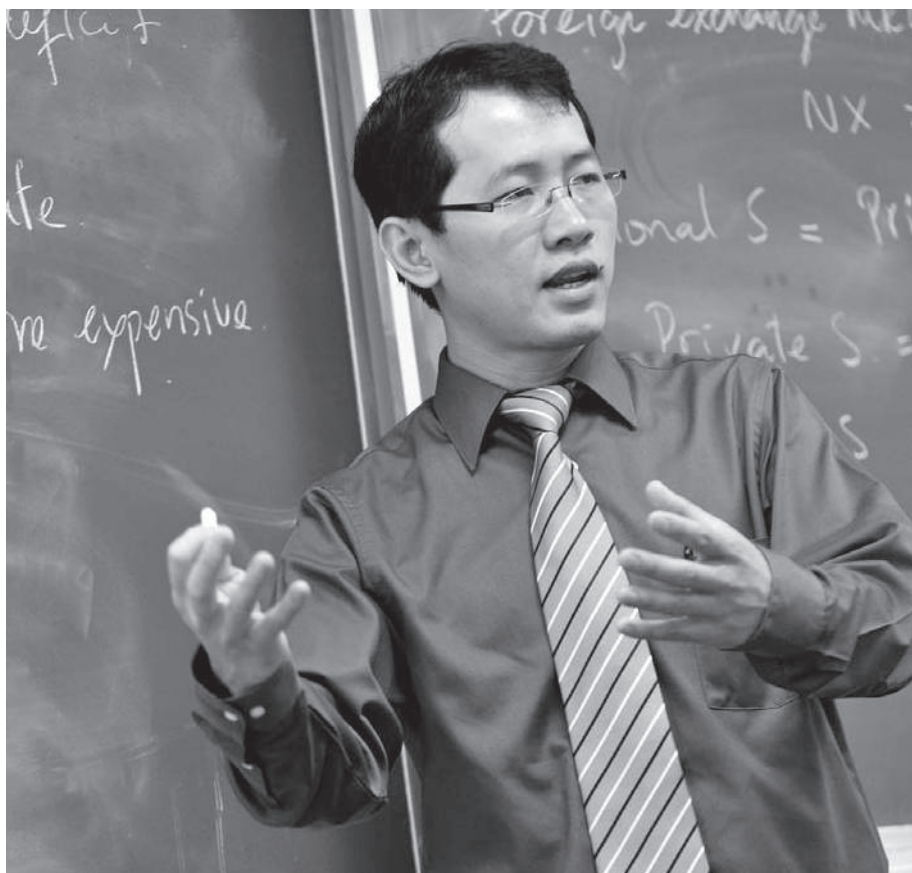
**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: economics major with an overall GPA of 3.0 or higher; permission of chair and instructor. Research project supervised by a department member willing to act as advisor. The student selects an aspect of economics, establishes goals, and develops a plan of study. Plan must be approved by chair and filed with the dean's office. Consult chair for department guidelines established for such study.

**499A. INDIVIDUAL RESEARCH PROJECT IN ECONOMICS I 0 cr.**

Prerequisites: economics major; senior standing or permission of chair. The preliminary stages of an integrative senior seminar for all economics majors, including topic identification and development for the senior research project, and preparation for the economics comprehensive examination (MFAT). Offered fall semester only.

**499B. INDIVIDUAL RESEARCH PROJECT IN ECONOMICS II 3 cr.**

Prerequisite: satisfactory completion of EC 499A or permission of chair. Completion of a faculty-supervised research project, including multiple drafts and a presentation of the student's work. Offered spring semester only.



# Education and School Psychology (ED)

*Professors:* A. R. Hoffman, K. A. Roskos, C. A. Rosemary (Chair);  
*Associate Professors:* T. E. Kelly, J. E. Jenkins, M. G. Storz, D. Shutkin, G. A. DiLisi, J. L. Rausch, T. Ford, R. A. Allen, A. Moses, Y. Shang; *Assistant Professors:* L. M. Shoaf, M. T. Connell, S.J.

The mission of the Department of Education and School Psychology 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 foster a respectful, inclusive learning community sensitive to all dimensions of diversity.
- 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.
- Students who successfully complete a teacher education program earn a Bachelor of Arts degree.

The teacher education program, which comprises the undergraduate level of the department's program, is accredited by the National Council for the Accreditation of Teacher Education (NCATE), approved by the Ohio Board of Regents (OBR), and designed to fulfill the standards for Ohio teacher licensure.

The teacher education program prepares candidates for careers in one of four licensure areas:

Early Childhood, Pre-K to 3<sup>rd</sup> grade

Middle Childhood, 4<sup>th</sup> grade to 9<sup>th</sup> grade

Adolescent/Young Adult, 7<sup>th</sup> grade to 12<sup>th</sup> grade

Multi-Age, Pre-K to 12<sup>th</sup> grade

To qualify for the four-year resident educator license, the candidate must successfully complete the teacher education program and pass the appropriate exams mandated by the State of Ohio. Fees for required state and national assessment are paid by the student. **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), the Ohio Board of Regents, and NCATE.

The Department of Education and School Psychology does not offer multi-age licensure, K-12 in foreign languages. Individuals interested in foreign language teaching may seek an Alternative Resident Educator License for World Language (grades K-12) through the Ohio Department of Education. One of the prerequisites is a bachelor's degree in a world language. Interested students should contact the Ohio Department of Education or consult with the department chair for details.

### **Program Learning Goals**

#### **Contexts**

- I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.
- I-2. Recognizes the value of understanding the interests and cultural heritage of each student.
- I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
- I-4. Creates a learning environment of respect and rapport.

#### **Learner Development**

- II-5. Understands how children/youth develop and learn.
- II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.
- II-7. Understands how learners differ in their approaches to learning.
- II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.

#### **Practice**

- III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.
- III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.
- III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
- III-12. Understands and uses formative and summative assessment approaches and strategies.

**Person**

- IV-13. Reflects on professional practices.
- IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.
- IV-15. Grows and develops professionally.

### **Major Requirements**

#### **PROFESSIONAL AND PEDAGOGICAL STUDIES**

A minimum of two-thirds of the credit hours in professional education studies must be earned at John Carroll University.

Early Childhood Education (EC): 62 semester hours

Middle Childhood Education (MC): 47 semester hours

#### **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): 16 semester hours

Middle Childhood Education (MC)

Language Arts: 33-36 semester hours

Mathematics: 22 semester hours

Science: 22 semester hours

Social Studies: 27 semester hours

### **Early Childhood (EC), Middle Childhood (MC), Adolescent/Young Adult (AYA), and Multi-Age (MA) Teaching**

Successful completion of degree and licensure requirements entails course work 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 state-mandated exams.

The Early Childhood program develops expertise in working with children from ages 3 through 8 and pre-kindergarten through grade three. Candidates who earn an Early Childhood License may take the appropriate course work and state-mandated exams to earn the Early Childhood (4/5) Generalist Endorsement.

The Middle Childhood program develops expertise in teaching students from ages 8 through 14 and grades four through nine. This program prepares middle-childhood educators in two of four content areas: language arts, math, science, and social studies. The middle-childhood candidate may also qualify for the Middle Childhood Generalist Endorsement through additional course work and licensure exams. This endorsement adds subject areas for grades 4-6.

The University also offers a dual major in education and academic subject area to prepare candidates for Adolescent/Young Adult and Multi-Age teaching. Students completing the required education course work and teaching content area course work qualify for an Adolescent/Young Adult (AYA) (Grades 7-12) or Multi-Age (MA) (Pre K-12) license upon completion of required competency assessments, including student teaching and state-mandated exams.

The Adolescent/ Young Adult candidate prepares to work with adolescents from ages 12 through 21 and grades seven through twelve. Candidates may be licensed in at least one of the following teaching fields:

<p><b>AYA Licensure Area:</b>                  Integrated Language Arts                  Integrated Social Studies                  Integrated Math                  Chemistry/Life Science                  Life Science                  Physical Science:                      Chemistry/Physics                  Physics                  Chemistry                  Life Science/Chemistry</p> <p><b>Multi-Age Licensure Area:</b>                  Physical Education</p>	<p><b>2<sup>nd</sup> Major:</b>                  English                  History                  Mathematics Teaching                  Chemistry major/Biology minor                  Biology                  Chemistry major/Physics minor                  Physics                  Chemistry                  Biology major/Chemistry minor</p> <p>Physical Education</p>
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The Multi-Age license prepares candidates to teach ages 3 through 21 and pre-kindergarten through grade twelve. Candidates may be licensed in Physical Education.

Program coordinators, faculty, and administrative staff counsel 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 School Psychology as their freshman/sophomore academic advisor. Prospective students interested in AYA or MA 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 program coordinators. 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. The following courses are common to all licensure areas (EC, MC, AYA, and MA):

ED 100 Introduction to Education . . . . .	3 cr.
ED 201 Educational Assessment . . . . .	3 cr.
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 386 Educational Technology . . . . .	3 cr.
ED 405 Seminar in Teaching . . . . .	3 cr.
ED 444 Student Teaching . . . . .	9 cr.

### Specifically required for Early Childhood Education

ED 200 The Young Child: Development from Birth to Age 8 . . . . .	3 cr.
ED 224 Educating and Caring for Young Children . . . . .	3 cr.
ED 225 Assessment of Young Children and Their Families . . . . .	3 cr.
ED 325 Developmentally Appropriate Curriculum and Methods . . . . .	3 cr.
ED 331 Integrated Early Childhood Methods I: Mathematics and Science . . . . .	3 cr.
ED 332 Integrated Early Childhood Methods II: Social Studies. . . . .	2 cr.
ED 333 Integrated Early Childhood Methods III: Physical Education and the Arts. . . . .	1 cr.
ED 334 Integrated Methods Clinic . . . . .	2 cr.
ED 355 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.

### Specifically required for Middle Childhood Education

ED 330 Middle Childhood Education Philosophy and Instruction. . . . .	3 cr.
PS 262 Adolescent Development . . . . .	3 cr.
ED 355 Language Study and Phonics . . . . .	3 cr.
ED 424 Middle Childhood Curriculum and Content Methods . . . . .	4 cr.
ED 456 Reading Assessment and Intervention . . . . .	3 cr.
ED 457 Methods in Reading Education . . . . .	3 cr.

Specifically required for Adolescent/Young Adult Education

PS 262 Adolescent Development . . . . .	3 cr.
ED 337 Adolescent Education Special Methods . . . . .	3 cr.
ED 427 Adolescent Education Special Topics . . . . .	3 cr.

Specifically required for Multi-Age Education

PS 261 Child Development . . . . .	3 cr.
ED 427 Adolescent Education Special Topics . . . . .	3 cr.
PE 310 Methods, Materials, and Resources in Physical Education . . . . .	3 cr.

**II. General Education (40-49 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 (16 semester hours)***

The curriculum and content courses of the Early Childhood License prepare pre-service 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 . . . . .	4 cr.
AR 171/AR 171L Interdisciplinary Science . . . . .	3-4 cr.
ED 356 Children’s Literature . . . . .	3 cr.
Core Social Science course . . . . .	3 cr.
MT 160 Math & Creativity . . . . .	3 cr.

***Early Childhood (4/5) Generalist Endorsement for Early Childhood Candidates and Teachers (9 semester hours)***

ED 424A Middle Childhood Curriculum and Content Methods- Math and Science . . . . .	3 cr.
ED 424B Middle Childhood Curriculum and Content Methods- Language Arts and Social Studies . . . . .	3 cr.
ED 432 Middle School Education Philosophy and Instruction . . . . .	3 cr.

***Middle Childhood Licensure requirements (2 curriculum content areas; number of semester hours varies by discipline)***

The curriculum and content courses of the Middle Childhood License prepare pre-service middle-level teachers to understand the unique nature of the middle-school environment and to organize the learning environment to respect developmental characteristics of middle-level students. Candidates are required to complete education and content-area course work for two teaching areas, which include:

Language Arts (ED 424 plus 33-36 semester hours of course work in EN and CO).  
 Mathematics (ED 424 plus 22 semester hours of course work in MT and CS).  
 Science (ED 424 plus 22 semester hours of course work in BL, CH, and PH).  
 Social Studies (ED 424 plus 27 semester hours of course work in EC, PO, SC, and HS).

**Note:**

1. An overall GPA of 2.7 or higher must be maintained in content-area course work for Middle Childhood, Adolescent/Young Adult, and Multi-Age Licensure.
2. Undergraduate candidates who complete less than one-half of content-area course work at John Carroll will be required to pass the state assessment in the content area as a prerequisite for both student teaching, and the Middle Childhood, Adolescent/Young Adult, or Multi-Age Licensure.
3. Post-baccalaureate candidates must pass the state assessment in the content area as a prerequisite for both student teaching, and the Middle Childhood, Adolescent/Young Adult, or Multi-Age Licensure.

***Middle Childhood Generalist Endorsement for Middle Childhood candidates and teachers***

To add one or two content areas for grades 4-6 (6-7 semester hours per content area)

Language Arts:

ED 356 Children’s Literature or ED 357 Adolescent Literature . . . . . 3 cr.  
 EN 300 Advanced Writing . . . . . 3 cr.

Mathematics:

MT 241 Foundations of Middle School Mathematics. . . . . 3 cr.  
 MT 251 Topics from Middle School Mathematics . . . . . 3 cr.

Science:

AR 171/171L Interdisciplinary Science . . . . . 3 cr.  
 PH 107/107L Introductory Physics by Experiment . . . . . 4 cr.

Social Studies:

HS 211 U.S. History to 1877 . . . . . 3 cr.  
 HS 271 World Geography . . . . . 3 cr.

***Adolescent and Young Adult Licensure requirements***

The curriculum and content courses of the Adolescent and Young Adult License equip the pre-service 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 major in education and also must major in an academic subject area and may need to complete additional courses specific to the



subject-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 subject area 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 (42 semester hours)

Integrated Social Studies (54 semester hours)

Chemistry/Physics (80-84 semester hours)

Life Science (72-78 semester hours)

Life Science/Chemistry (86-90 semester hours)

Mathematics (37-40 semester hours)

Physical Science: Physics/Chemistry (94-99 semester hours)

Physics (66 semester hours)

Chemistry (55-56 semester hours)

Chemistry/Life Science (72-73 semester hours)

### ***Multi-Age Licensure requirements***

The curriculum and content courses of the Multi-Age License equip pre-service 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.

Physical Education (46 semester hours)

### **Note:**

1. For the AYA and MA license, an overall GPA of 2.7 or higher must be maintained in content-area course work.
2. For the AYA and MA license, undergraduate candidates who complete less than one-half of content-area course work at John Carroll will be required to pass the state assessment in the content area as a prerequisite for student teaching.
3. For the MA license in Physical Education, post-baccalaureate candidates must pass the state assessment in the content area as prerequisite for student teaching.

### **Admission to Teacher Education**

Interested students must apply 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, ED 200 (for EC) and 253 at the time of application for admission. Students may not take any additional course work beyond ED 100, ED 200 (for EC), and 253 unless they are formally admitted to teacher education. Those accepted into the AYA or MA licensure program must also be subsequently accepted into a departmental major, e.g., history.

For undergraduates, Teacher Education application is typically made during the semester in which ED 253 is taken, usually in the sophomore year. Application forms are available on the department's website, <http://sites.jcu.edu/education>. Post-baccalaureate students are evaluated at the time of admission to the Office of Graduate Studies of the College of Arts and Sciences and need not make a separate application. An interview is required of all students, undergraduate and post-baccalaureate.

Candidates for teacher education are evaluated by faculty and teacher education program coordinators on the basis of the following criteria:

1. Academic record for:
  - overall GPA
  - education GPA
  - content area GPA (EC, MC, AYA, MA)
2. Successful experience in ED 100, ED 200 (EC), and ED 253, based on faculty feedback
3. Interview, including written response to an education case scenario
4. Indicators of dispositions for teaching
5. Signed Statement of moral character

### **Admissions Criteria:**

**Accepted**—Student may begin or continue work toward teacher licensure.

Criteria

1. Academic Record:
  - 2.7 overall GPA
  - 2.7 education GPA based on ED 100, ED 200 (for EC), and possibly ED 253
  - 2.7 content-area GPA (MC, AYA, MA)
  - 2.5 GPA in Core classes (Early Childhood candidates only)
2. Favorable faculty feedback or limited concerns
3. No or limited concerns regarding interview and written case scenario
4. No or limited concerns regarding indicators of dispositions for teaching

**Accepted Conditionally**—May continue work toward teacher licensure. This classification is given if one or more of the listed criteria apply.

Criteria

1. Academic Record:
  - 2.5 – 2.7 overall GPA
  - 2.0 – 2.7 education GPA based on ED 100, ED 200 (for EC), and possibly ED 253
  - 2.5 – 2.7 content-area GPA for MC, AYA, MA only
2. Mostly favorable faculty feedback with some concerns
3. Some concerns regarding interview and written case scenario
4. Some concerns regarding indicators of dispositions for teaching

**Note:** Conditional acceptance may be given for one semester or one year.

**Defer**—May not begin or continue work toward teacher licensure. This classification is given if one or more of the listed criteria apply.

Criteria

1. Academic Record:
  - One or more GPAs below conditional acceptance minimums
2. Faculty feedback with significant concerns
3. Significant concerns regarding interview and written case scenario
4. Significant concerns regarding indicators of dispositions for teaching

**Appeal Process:**

An applicant who is deferred may meet with the Teacher Education Program coordinators 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 reserves the right to alter (on a case-by-case basis) 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 their advisor. After this discussion, if applicants still wish to appeal, they should do so in writing to the Teacher Education Program Coordinators within two weeks of notification of classification. If further action is required, an appeal may be made to the department chair.

**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 repeating the course. The applicant should schedule a meeting with the advisor or Teacher Education Program coordinators.
2. A grade of C- or lower in a course in the teaching field or academic major will be reviewed by the Teacher Education coordinators and the department chair to determine an appropriate course of action, e.g., repeat the course, substitute a course.
3. A minimum GPA of 2.7 is required throughout the programs for the overall GPA, education GPA, and teaching content areas for MC, AYA, MA.
4. A GPA of 2.7 or higher is required in course work for the teaching content area for MC, AYA, MA.
5. Early Childhood candidates must receive grades of C or higher in all curriculum-content course work for licensure, e.g., MT 171, AR 171, MT 160.
6. A minimum GPA of 2.5 in the University Core is required for all Early Childhood candidates.

### **Program Assessment Points**

The licensure process has several assessment points for candidates starting with:

1. Admission to the University.
2. Application and acceptance into the Teacher Education program.
3. Ongoing evaluation of the candidate's academic course work, 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 assessments for program requirements and/or licensure. Fees for required state and national assessments are paid by the student.

### **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 both Pre-Student Teaching (first semester) and Student Teaching (second semester). Pre-Student Teaching offers the opportunity to reflect, question, and continue with weekly experiences in a classroom that culminates in Student Teaching. As a requirement of the Pre-

Student Teaching and Student Teaching experiences, the candidates must meet on a regular basis in conference with the cooperating teacher and university supervisor to discuss current teaching capacity, receive feedback on areas for improvement, and continue to develop as a future educator.

## Pre-Student Teaching

The candidate applies two semesters before the projected Student Teaching semester. The candidate is evaluated based on:

1. Course work
  - A. Minimum GPAs
    - 2.7 overall
    - 2.7 in education courses
    - 2.7 in content areas for MC, AYA, MA
    - 2.5 in Core courses for EC
  - B. All course work requirements have been completed or will be completed prior to student teaching.
2. Faculty interviews
  - Case study
  - Candidate resume
3. Faculty feedback from professional and curriculum content courses
4. Decisions
  - Accept
  - Accept Conditionally
  - Defer

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/not 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 in the Core (EC)
2. Successfully completed all clinical and field requirements for each course.
3. Completed all course requirements, education and teaching content area(s).

4. Obtained a recommendation to continue into student teaching by the cooperating teacher and University supervisor.
5. Demonstrated a teaching style and behaviors that provide evidence of the department's adopted dispositions for the teaching profession.
6. Taken and passed the appropriate exams if required, e.g., post-baccalaureate candidates, candidates who have completed more than one-half of content area course work at another institution.

**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 typical 9 hours of course work. Therefore, candidates should schedule no more than the required 12 hours of education credit, including student teaching, during the professional semester. Requests for more than 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, 253, and formal acceptance into teacher education are prerequisites for all additional education courses.

**100. INTRODUCTION TO EDUCATION 3 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.

**101. MAKING SENSE OF DATA 3 cr.** Provides an introduction to applied statistical reasoning. Focuses on key ideas and principles of collection, display, and analysis of data in the examination of inquiry and evaluation processes used in education and behavioral sciences investigations.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance.

**200. THE YOUNG CHILD: DEVELOPMENT FROM BIRTH TO AGE 8 3 cr.** Prerequisite: ED 100. Understanding child development, birth through age 8, across key developmental domains and the role of home and early childhood environments on development. Examination of similarities and differences between individuals and between social and cultural contexts as they impact development. Fieldwork in diverse early childhood settings. Does not require admission into TE Programs.

**201. EDUCATIONAL ASSESSMENT 3 cr.** Prerequisites: ED 100, 253, and formal admission to teacher education. Principles of quality formative and summative classroom assessment. Examining differentiated assessments and feedback for different types of learners. Using data-based decision making and

analyzing assessment data to examine instructional impact on student outcomes. Introduction to educational accountability, student growth models, and teacher evaluation systems. Prerequisite to PS 261 or 262 for education majors.

**224. EDUCATING AND CARING FOR YOUNG CHILDREN 3 cr.**

Prerequisites: ED 100, 253, and formal admission to teacher education. Introduction to past and present models of early childhood education, to becoming an early childhood professional, and to the concept of developmentally appropriate practice. Includes an introduction to making ethical decisions when working with children, their families, and colleagues. Particular focus on verbal and non-verbal practices in order to promote children's self-regulation and social behaviors. Fieldwork in diverse early childhood settings.

**225. ASSESSMENT OF YOUNG CHILDREN AND THEIR FAMILIES 3 cr.**

Prerequisites: ED 100, 253, and formal admission to teacher education and Early Child licensure. Creating, selecting, and using appropriate informal and formal assessments in order to understand and plan for young children's development and learning across domains, including the affective, cognitive, physical, and social. Discussion of informal and formal techniques for collecting information about and sharing information with families as well as colleagues. Fieldwork in diverse early childhood settings.

**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, 253, and formal admission to teacher education. Literacy development examined through psychological, sociocultural, and historical perspectives. Examines reading as an interactive, problem-solving process. Strategies that foster critical thinking, active engagement, and social interaction in the teaching of reading and writing across the curriculum. Includes field experience. Field assignments related to licensure and content area.

**325. DEVELOPMENTALLY APPROPRIATE CURRICULUM AND METHODS 3 cr.**

Prerequisites: ED 100, 225, 253, and formal admission to teacher education and Early Childhood licensure. Using child development principles, research-based practices and standards to inform planning, instruction, and assessment. Further discussion of developmentally appropriate practice, particularly in effective planning and teaching strategies. Includes an introduction to integrated curriculum and an anti-bias education approach. Fieldwork in diverse early childhood settings.

**330. MIDDLE CHILDHOOD EDUCATION PHILOSOPHY AND**

**INSTRUCTION 3 cr.** Prerequisites: ED 100, 253; prerequisite or corequisite: PS 262; and formal admission to teacher education and Middle Childhood licensure. Historical development, goals, philosophy, and mission of middle-level 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-level field experience.

**331. INTEGRATED EARLY CHILDHOOD METHODS I: MATHEMATICS AND SCIENCE 3 cr.** Corequisites with ED 332 and 333, and application of course content during corequisite clinical practicum, ED 334. Examination of approaches to plan, teach, and assess for the development of young children's mathematical and scientific knowledge and skills from preschool through grade 3. Focus on using in-depth content knowledge and an integrative approach across the disciplines.

**332. INTEGRATED EARLY CHILDHOOD METHODS II: SOCIAL STUDIES 2 cr.** Corequisite with ED 332 and 333, and application of course content during corequisite clinical practicum, ED 334. Focuses on planning, teaching, and assessing in order to promote young children's knowledge and skills in the social studies. Focus on applying in-depth content knowledge as well as integration across the disciplines.

**333. INTEGRATED EARLY CHILDHOOD METHODS III: PHYSICAL EDUCATION AND THE ARTS 1 cr.** Corequisite with ED 332 and 333, and application of course content during corequisite clinical practicum, ED 334. Investigation of the planning and implementation of instruction and activities related to physical development, health and nutrition, and safety, in addition to instruction and activities promoting skills in and knowledge of the arts (art, music, theatre, etc.).

**334. INTEGRATED METHODS CLINIC 2 cr.** Corequisite with ED 331, 332, and 333. Supervised opportunities to apply principles of an integrated, developmentally appropriate curriculum and methods across the content areas of mathematics, science, social studies, physical education, and language arts.

**337. ADOLESCENT EDUCATION SPECIAL METHODS 3 cr.** Prerequisites: ED 100, 253, and formal acceptance into teacher education. Prerequisite for ED 427 and admission to Pre-Student Teaching. For Adolescent licensure program students. General methods and specific content-area methods for planning, implementing, and integrating curriculum, evaluating pupil achievement, and teaching to individual differences. Emphasis on 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, socioeconomic, 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 issues of diversity and social justice.

**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. CHILDREN'S LITERATURE 3 cr.** Critical analysis of various genres of literature for children focusing on multicultural literature and the relevance of literature across disciplines.

**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 AYA Integrated Language Arts Licensure.

**380. SPECIAL PROJECTS OR FIELDWORK PLACEMENT 1-3 cr. each semester.** Prerequisite: permission of department. Special field placements for teacher licensure students.

**386. EDUCATIONAL TECHNOLOGY 3 cr.** Prerequisite: formal acceptance into the teacher education program; corequisite: ED 325 or ED 330 or ED 337. Principles and techniques affecting technology in educational contexts. Includes exploration of emerging technologies and selection, production, and integration of educational materials. Lab fee.

**405A. EARLY CHILDHOOD EDUCATION SEMINAR 3 cr.** Corequisites: ED 444A and admission to the professional semester. Integrates entire preservice preparation. Draws on field experiences, course work in education, philosophy, psychology, and sociology in further exploring topics related to early-childhood education toward developing a coherent model of teaching children ages 3-8.

**405B. MIDDLE CHILDHOOD EDUCATION SEMINAR 3 cr.** Corequisites: ED 444B and admission to the professional semester. Middle-level 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-level curriculum.

**405C. ADOLESCENT EDUCATION SEMINAR 3 cr.** Corequisites: ED 444C and admission to the professional semester. Continued study of adolescent development, learner achievement, and assessment. Integrates program learning with student teaching experience. Development of the professional portfolio and preparation for job interviewing.

**405D. MULTI-AGE EDUCATION SEMINAR 3 cr.** Corequisites: ED 444D and admission to the professional semester. Continued study of all-grades development, learner achievement, and assessment. Integrates program learning with student teaching experience. Development of the professional portfolio and preparation for job interviewing.

**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.

**424. MIDDLE CHILDHOOD CURRICULUM AND CONTENT-SPECIFIC METHOD 4 cr.** Prerequisites: ED 330 and acceptance into pre-student teaching. Specific content-area methods for planning, implementing, and integrating curriculum, assessing student achievement, and teaching to individual differences. Taken concurrently with pre-student teaching.

**424A. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS: MATH/SCIENCE 3 cr.** Specific content-area methods for planning, implementing, and integrating curriculum, assessing student achievement, and teaching to individual differences. Focus on math and science content in grades 4 and 5. Blended online and campus-based course. For Early Childhood Education candidates pursuing Grades 4-5 Endorsement.

**424B. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS: SOCIAL STUDIES AND LANGUAGE ARTS 3 cr.** Specific content-area methods for planning, implementing, and integrating curriculum, assessing student achievement, and teaching to individual differences. Focus on social studies and English language arts content in grades 4 and 5. Blended online and campus-based course. For Early Childhood Education candidates pursuing Grades 4-5 Endorsement.

**427. ADOLESCENT EDUCATION SPECIAL TOPICS 3 cr.** Prerequisites: ED 337 and acceptance into pre-student teaching. Practical application of issues to pre-student teaching field setting. Taken by adolescent and PE licensure program students the semester preceding student teaching. Issues of conflict negotiation, social justice, curriculum development and assessment, and school reform as they relate to the secondary school setting.

**432. MIDDLE CHILDHOOD EDUCATION PHILOSOPHY AND INSTRUCTION 3 cr.** Historical development, goals, philosophy, and mission of middle-level education. Planning and managing, developmentally and culturally responsive instruction, and use of organizational elements such as interdisciplinary team, flexible scheduling, and grouping. Includes middle-level field experience. For Early Childhood Education candidates pursuing 4-5 Endorsement.

**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 3<sup>rd</sup> 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-childhood 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-level 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.

**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 and/or corequisites: 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 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.** Prerequisite: permission of department. In-depth study of topic in workshop form or as an individual project under supervision.



# English (EN)

*Professors:* D. M. La Guardia, J. M. Colleran (Provost and Academic Vice President), J. S. McBratney (Chair), J. T. Day, P. J. Metres, III; *Associate Professors:* B. K. Macaskill, M. Moroney (Assistant Provost), G. B. Bilgere, D. J. Rosenthal, P. Kvidera, T. Pace; *Assistant Professors:* E. E. Butler, J. Stayer, S.J., J. E. Feerick; *Writing Center Director:* M. Soriano

Students of English share in an enriched experience of imaginative language in which they read literature and produce lively, critical, creative, and professional writing. English majors learn to sharpen their analytical and writing powers, while studying literary works they can enjoy throughout their lives. Graduates with a degree in English flourish in law, business, government, education, research, medicine, and professional writing. Students majoring in English may choose the literature, creative writing, or professional writing track.

First-year English composition is required for all bachelor's degrees. Placement in composition courses is determined by SAT or ACT scores, high school GPA, and/or demonstration of requisite writing skills. An AP English score of four or higher allows students to test out of EN 125. Students needing intensive instruction in English composition are assigned to EN 120-121. All others are assigned to EN 125. Writing assistance is available to all students, for any writing assignment in any program, through the Writing Center.

Completion of first-year composition courses is normally a prerequisite for any 200- or 300-level course. Refer to individual course listings for indicated prerequisites or special permissions.

## **Program Learning Goals in English (Literature Track)**

Students will:

1. Read texts with active, critical skill to form and articulate accomplished interpretations.
2. Produce written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation.
3. Recognize the employment and contextual use of the formal elements of language and genre.
4. Build oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation.
5. Gain knowledge of cultural and historical contexts of Anglophone and translated literature that enhances their appreciation for the voices either within or marginalized by the texts.

**Program Learning Goals in English (Creative Writing Track)**

Students will:

1. Read texts with active, critical skill to form and articulate accomplished interpretations.
2. Produce multiple drafts of original creative works that are honed and revised through the peer workshop process.
3. Produce written analyses of creative texts that demonstrate awareness of audience, artistic form, organizational sophistication, and clear argumentation.
4. Recognize the employment and contextual use of the formal elements of language and genre.
5. Build oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation.
6. Gain knowledge of cultural and historical contexts of Anglophone and translated creative works that enhance their appreciation for the voices either within or marginalized by the texts.

**Program Learning Goals in English (Professional Writing Track)**

Students will:

1. Read texts with active, critical skill to form and articulate accomplished interpretations.
2. Produce extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation.
3. Build oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom.
4. Gain knowledge of cultural and historical contexts of Anglophone and translated literature which enhances their appreciation for the voices either within or marginalized by the texts.
5. Produce major and minor written works, demonstrate an understanding of the genre-specific uses of style and form in creative writing, and acquire an ability to use the self- and peer-revision processes to identify holistic and line-specific opportunities for improving creative texts

## Major and Minor Requirements

**Major in English:** 39 credit hours (excluding any course ordinarily designed for first-year composition). Students may elect to complete one of three tracks: literature, creative writing, or professional writing.

### Literature Track

1. Two 200-level literature courses: 6 credit hours  
Majors are strongly encouraged to take one of the following courses:  
EN 214 Major British Writers  
EN 222 Introduction to Shakespeare  
EN 277 Major American Writers  
One 200-level literature course serves as the prerequisite for literature courses at the 300 or 400 level.
2. Four 300-level courses: 12 credit hours  
Two that are pre-1800 (a.,b.,c.) and two that are post-1800 (d., e., f.)  
a. EN 311 Old English Language and Literature *or* EN 312 Late Medieval Literature  
b. EN 320 Literature in the Age of Henry VIII and Elizabeth I *or* EN 321 Literature in the Age of the Stuarts and the Civil War  
c. EN 330 Augustan Literature *or* EN 331 Late 18<sup>th</sup>-Century Literature  
d. EN 340 Romantic Literature *or* EN 351 Victorian Literature  
e. EN 360 Modern British Literature *or* EN 361 Contemporary British Literature *or* EN 382 20<sup>th</sup>-Century Literature  
f. EN 371 American Literature to 1900 *or* EN 372 American Literature: 1900 to the Present
3. Seven elective courses: 21 credit hours  
Four electives must be at the 400 level. For literature-track students, three of the four 400-level courses should be literature courses. Students seeking a secondary teaching license may choose to take three 400-level courses, with the written permission of the department chair. Remaining electives may be taken at the 200, 300, or 400 level. Whenever possible, students should take 300-level courses before taking 400-level courses.
4. A comprehensive exam administered by the English Department
5. A capstone reflection essay and presentation to be evaluated by the English Department
6. 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 (Literature Track):** 18 credit hours (excluding first-year composition). 1) Two 200-level literature courses. 2) Two 300-level courses, with at least one 300-level course a historical survey from the following: 311, 312, 320, 321, 330, 331, 340, 351, 360, 361, 371, 372, 382. 3) One 400-level literature course. 4) One EN elective at any level.

**Creative Writing Track**

1. Two 200-level literature courses: 6 credit hours  
Majors are strongly encouraged to take at least one of the following three courses:  
EN 214 Major British Writers  
EN 222 Introduction to Shakespeare  
EN 277 Major American Writers  
One 200-level literature course serves as the prerequisite for 300- and 400-level literature courses.
2. Four 300-level courses: 12 credit hours  
Two that are pre-1800 (2. a., b., c. under “Literature Track”) and two that are post-1800 (2. d., e., f. under “Literature Track”)
3. Creative Writing Courses: 12 credit hours  
Two courses from the introductory level, one of which is prerequisite to the advanced-level courses:  
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, 395, 396, or 397 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. Study of Language and Theory: 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 491 Feminist Literary Criticism  
EN 495 Critical Practice
5. One 400-level literature course: 3 credit hours
6. One elective at any level: 3 credit hours
7. A portfolio including a capstone reflection essay and presentation to be evaluated by the English Department

**Minor in English (Creative Writing Track):** 18 credit hours (excluding first-year composition). 1) One of EN 300, 303, 304. 2) One of EN 301, 302, 303 (303 may meet only one of the first two required 300-level courses). 3) One of EN 401, 402, 403, or 404. 4) One course in 20<sup>th</sup>-century literature. 5) One genre course or another writing workshop. 6) One elective writing workshop at the 300 or 400 level.

### Professional Writing Track

1. Two 200-level literature courses (EN 250 not appropriate as literature option): 6 credit hours  
Majors are strongly encouraged to take at least one of the following 3 courses:  
EN 214 Major British Writers  
EN 222 Introduction to Shakespeare  
EN 277 Major American Writers  
One 200-level literature course serves as the prerequisite for 300- and 400-level literature courses.
  2. Four 300-level courses: 12 credit hours  
Two that are pre-1800 (2. a., b., c. under “Literature Track”) and two that are post-1800 (2. d., e., f. under “Literature Track”)
  3. Professional Writing Courses: 12 credit hours  
Two courses from the introductory level, one of which is prerequisite to the specialized-level courses:  
EN 250 Writing and the Professions (encouraged as a preparation for specialized-level courses)  
One course from: EN 290, 300, 301, 302, 303, 304, CO 225  
Two courses from the specialized level:  
EN 405 Writing about Film  
EN 406 Writing and the Environment  
EN 407 Writing about Our Health  
EN 408 Writing in the New Media  
EN 409 Technical Writing  
EN 410 Special Topics in Writing  
With chair’s permission, an appropriate course from another John Carroll department may replace one of the 400-level courses.
  4. Study of Language and Theory: 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 491 Feminist Literary Criticism  
EN 495 Critical Practice
  5. One 400-level literature course: 3 credit hours
  6. Internship(s) in Professional Writing: a total of 3 credit hours
  7. A portfolio including a capstone reflection essay and presentation, to be evaluated by the English Department
- Minor in English (Professional Writing Track):** 18 credit hours (excluding first-year composition). 1) EN 250. 2) EN 300. 3) One course from EN 301, 302, 303, 304, CO 225. 4) Two courses in professional writing on the 400 level (see 3 above). 5) Internship(s) in professional writing (see 6 above).



## Teaching Licensure Requirements in English for Adolescent/Young Adults (AYA)

Students should note that the teaching licensure consists in part 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.

Course requirements for the Master of Arts in English are published in the *Graduate Studies Bulletin*.

**120-121. DEVELOPMENTAL WRITING I, II 3 cr. each.** Designed to prepare students who would benefit from a two-course writing sequence. 120: Instruction in reading, writing, and argument skills essential for university-level work; detailed instruction in usage, mechanics, form, and structure appropriate to academic work; development of the student's writing process, with focus on planning, drafting, and revising. 121: Further focus on academic writing; introduction to finding, evaluating, and synthesizing print and online sources appropriate to academic writing, including a major research project.

**125. SEMINAR ON ACADEMIC WRITING 3 cr.** An introduction to university-level writing. Instruction in principles of rhetoric and eloquence, the essentials of academic argumentation, critical thinking, audience awareness, reflection, and revision. Instruction in finding, evaluating, and synthesizing print and online sources appropriate for academic writing, including a major research project. Instruction in form, structure, usage, and mechanics appropriate to academic work.

**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, and Welty.

**204. INTRODUCTION TO THE NOVEL 3 cr.** Detailed examination of analytical techniques needed for the critical reading of fiction.

**205. INTRODUCTION TO FILM STUDIES 3 cr.** Introduction to the study of film: its stylistic tendencies, narrative strategies, histories, genres, and theoretical approaches. The course spans the silent and the sound eras and offers examples of film from Hollywood and beyond.

- 207. INTRODUCTION TO WORLD LITERATURE 3 cr.** Survey of world literature, chiefly non-Western literary works. Historical coverage, generic focus, and/or theme may vary from iteration to iteration.
- 214. MAJOR BRITISH WRITERS 3 cr.** Strongly encouraged for all English majors. Critical survey of British authors and literary periods from the Middle Ages to the present.
- 222. INTRODUCTION TO SHAKESPEARE 3 cr.** Strongly encouraged for all English majors. Shakespeare's life and background; readings of representative plays from the comedies, histories, tragedies, and romances.
- 240. DETECTIVE FICTION 3 cr.** Study of English-language detective fiction from Poe to the present.
- 250. WRITING AND THE PROFESSIONS 3 cr.** Introduction to the principles of and strategies for planning, writing, and revising professional documents common in government, business, and industry.
- 275. ALCOHOL AND AMERICAN LITERATURE 3 cr.** Examination of American literature that thematizes images of alcohol or efforts to curb its abuse. Since alcohol affects all despite gender, race, sexual orientation, age, and class, students will read a diverse array of writers.
- 277. MAJOR AMERICAN WRITERS 3 cr.** Strongly encouraged for all English majors. Critical survey of American authors and literary periods from the colonial era to the present.
- 278. INTRODUCTION TO AFRICAN AMERICAN LITERATURE 3 cr.** Survey of major African American writers.
- 280. ISRAELI AND PALESTINIAN LITERATURES 3 cr.** Comparative study of Israeli and Palestinian literatures; how Palestinians and Israelis narrate their national stories, staking a claim to a way of being and belonging to the land they co-inhabit. Topics include post-colonial theory, the politics of representation, historical versus literary narration, and theories of resistance and reconciliation.
- 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 Enlightenment to the present, with some attention to contemporary non-Western works.
- 284. WRITING WOMEN: AN INTRODUCTION 3 cr.** Survey of work by British, American, and Anglophone women writers since 1800, with primary attention to lyric, short fiction, and drama.
- 285. INDIAN LITERATURE 3 cr.** Survey of major works from the Veda to the contemporary Indian novel. All readings in English.

**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 3 cr.** Key texts and authors of different historical eras, from ancient Japan to the present, as well as the historical and cultural developments in Japan that influenced literary production. All readings in English.

**289. INTERNSHIP 1-3 cr.** Prerequisite: permission of chair. Supervised and directed on-site internship learning in a position relevant to a major sequence of study.

**290. TUTORING WRITING ACROSS CONTEXTS 3 cr.** Focuses on tutoring in the Writing Center, with an examination of theories and practices applicable to teaching and tutoring writing in other contexts as well. Instructor permission required.

**291. ENVIRONMENTAL LITERATURE 3 cr.** Study of American environmental writing; place-based literature by authors whose work is deeply concerned with how humans interact with the natural world and how various literary interpretations of the land have influenced attitudes towards the environment.

**299. SPECIAL TOPICS IN LITERATURE 3 cr.** Introductory literature courses designed especially to meet Core requirements. Specific topics announced in advance.

**300. ADVANCED WRITING 3 cr.** Prerequisites: EN 120, 121; or EN 125; or placement out of EN 125 as determined by AP score. 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 120, 121; or EN 125; or placement out of EN 125 as determined by AP score. Fundamentals and practice of writing poetry.

**302. INTRODUCTORY FICTION WRITING WORKSHOP 3 cr.** Prerequisites: EN 120, 121; or EN 125; or placement out of EN 125 as determined by AP score. Fundamentals and practice of writing short stories.

**303. INTRODUCTORY CREATIVE WRITING WORKSHOP 3 cr.** Prerequisites: EN 120, 121; or EN 125; or placement out of EN 125 as determined by AP score. Fundamentals and practice of creative writing across genres.

**304. INTRODUCTORY CREATIVE NON-FICTION WORKSHOP 3 cr.** Prerequisites: EN 120, 121; or EN 125; or placement out of EN 125 as determined by AP score. Fundamentals and practice of writing creative non-fiction.

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**311. OLD ENGLISH LANGUAGE AND LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Examination of the language and literature of the Anglo-Saxons in the context of their early medieval milieu.

**312. LATE MEDIEVAL LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Survey of late medieval English literature, exploring its diversity from courtly romance to bawdy fabliau, including royal theatricality and religious devotion.

**320. LITERATURE IN THE AGE OF HENRY VIII AND ELIZABETH I 3 cr.** Prerequisite: a 200-level literature course. Survey of major authors, themes, genres, and forms of sixteenth-century English literature, including Sidney, Spenser, and Shakespeare.

**321. LITERATURE IN THE AGE OF THE STUARTS AND THE CIVIL WAR 3 cr.** Prerequisite: a 200-level literature course. Survey of major authors, themes, genres, and forms of seventeenth-century English literature, including works by Donne, Jonson, and Milton.

**330. AUGUSTAN LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Major authors, themes, genres, and forms of British literature from the Restoration to the mid-eighteenth century.

**331. LATE EIGHTEENTH-CENTURY LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Major authors, themes, genres, and forms of British literature during the latter half of the eighteenth century.

**340. ROMANTIC LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Survey of British literature from c. 1735-1830.

**351. VICTORIAN LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Survey of British literature from c. 1830 to 1900. Recent topics have included the Victorian response to Romanticism, industrialization, religious faith and doubt, “the Woman Question,” aestheticism, and empire.

**360. MODERN BRITISH LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Study of major British writers, themes, and genres of British literature from 1890 to 1950.

**361. CONTEMPORARY BRITISH LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Study of British writers, themes, and genres of British literature from 1930 to the present.

**371. AMERICAN LITERATURE TO 1900 3 cr.** Prerequisite: a 200-level literature course. Authors, genres, and works of American literature to 1900.

**372. AMERICAN LITERATURE: 1900 TO PRESENT 3 cr.** Prerequisite: a 200-level literature course. Authors, genres, and works of American literature from 1900 to the present.

**382. TWENTIETH-CENTURY LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Specific topic announced in advance and may include the novel, drama, or poetry.

**399. SPECIAL STUDY IN BRITISH, AMERICAN, OR WORLD LITERATURE 1-3 cr.** Topic, prerequisite (if any), and number of credits announced in advance.

**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 301, 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.

**405. WRITING ABOUT FILM 3 cr.** Prerequisite: EN 250, 290, 300-304, or CO 225. Writing about film for reviewing, formal film criticism, entertainment writing, and film scholarship.

**406. WRITING AND THE ENVIRONMENT 3 cr.** Prerequisite: EN 250, 290, 300-304, or CO 225. Study of the competing discourses that define our relationship to the natural world, frame environmental problems, and argue for public action.

**407. WRITING ABOUT OUR HEALTH 3 cr.** Prerequisite: EN 250, 290, 300-304, or CO 225. Medical science writing, writing as healing, or other topics in health writing.

**408. WRITING IN THE NEW MEDIA 3 cr.** Prerequisite: EN 250, 290, 300-304, or CO 225. Survey of visual rhetoric and design theories as they apply to digital short subjects.

**409. TECHNICAL WRITING 3 cr.** Prerequisite: EN 250, 290, 300-304, or CO 225. Introduction to effective workplace writing practices; emphasis on technical and digital writing, audience and organizational needs, information design, ethics, usability testing, and team writing.

**410. SPECIAL STUDIES IN WRITING 3 cr.** Prerequisite: EN 250, 290, 300-304, or CO 225. Selected topics, such as grant and proposal writing, announced in advance.

**411. STUDIES IN MEDIEVAL LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Selected issues, authors, and genres of literature of the Middle Ages; specific topic announced in advance and may be one of the following: medieval women, drama, the *Pearl*-Poet, or theories of translation of medieval text.

**412. MEDIEVAL DRAMA 3 cr.** Prerequisite: a 200-level literature course. Detailed examination of medieval drama, which reached its pinnacle in the cycles of mystery plays of the fourteenth and fifteenth centuries and allows readers to question the relationship between religion, satire, and a love of the grotesque.

**416. CHAUCER 3 cr.** Prerequisite: a 200-level literature course. Detailed examination of the “first English poet.” Emphasis on *The Canterbury Tales* and *Troilus and Criseyde* to explore medieval ideas about authorship, social unrest, reform and heresy, gender, and “otherness.”

**421. STUDIES IN RENAISSANCE LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Selected issues, authors, and genres of the Renaissance period; specific topic announced in advance.

**422. STUDIES IN SHAKESPEARE 3 cr.** Prerequisite: a 200-level literature course. Selected studies of Shakespearean drama and/or poetry; specific topic announced in advance.

**425. MILTON 3 cr.** Prerequisite: a 200-level literature course. Detailed examination of the major poetry and selected prose.

**430. STUDIES IN EIGHTEENTHCENTURY LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Specialized study of issues, authors, and genres of literature of eighteenthcentury England; specific topic announced in advance.

**441. STUDIES IN ROMANTIC LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Specialized study of Romantic literature; specific topic announced in advance.

**443. KEATS 3 cr.** Prerequisite: a 200-level literature course. Examination of Keats’s poetry.

**445. BRITISH WOMEN WRITERS SINCE 1800 3 cr.** Prerequisite: a 200-level literature course. Examination of formal experiments and thematic concerns of major artists, with particular attention to the nineteenth and early twentieth centuries.

**454. STUDIES IN VICTORIAN LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Specialized study of Victorian literature; specific topic announced in advance. Recent topics include aestheticism and empire, Victorian cosmopolitanism, and Victorian poetry.

**458. DICKENS 3 cr.** Prerequisite: a 200-level literature course. The major novels, with a study of their backgrounds, art, and language.

**460. STUDIES IN MODERN BRITISH LITERATURE 3 cr.** Prerequisite: a 200-level literature course. Specialized study of 20<sup>th</sup> century literature; specific topic announced in advance.

**461. STUDIES IN CONTEMPORARY BRITISH LITERATURE 3 cr.**

Prerequisite: a 200-level literature course. Specialized study of contemporary British literature; specific topic announced in advance.

**470. STUDIES IN AMERICAN LITERATURE TO 1900 3 cr.**

Prerequisite: a 200-level literature course. Specialized study of American literature to 1900; specific topic announced in advance.

**471. STUDIES IN AMERICAN LITERATURE: 1900 TO PRESENT 3 cr.**

Prerequisite: a 200-level literature course. Specialized study of American literature from 1900 to the present; specific topic announced in advance.

**472. STUDIES IN AFRICAN AMERICAN LITERATURE 3 cr.**

Prerequisite: a 200-level literature course. Specific topic announced in advance.

**473. FAULKNER 3 cr.**

Prerequisite: a 200-level literature course. Examination of his major writings as well as their background and cultural context.

**474. AMERICAN POETRY 3 cr.**

Prerequisite: a 200-level literature course. Major American poets from Whitman to the present.

**480. STUDIES IN POSTCOLONIAL LITERATURES 3 cr.**

Prerequisite: a 200-level literature course. 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.**

Prerequisite: a 200-level literature course. Specific topic announced in advance.

**485. CONTEMPORARY ENGLISH GRAMMAR 3 cr.**

Prerequisite: a 200-level literature course. Study of contemporary theories of English grammar. Focuses on ways of learning and thinking about grammar with respect to contemporary English usage.

**487. STUDIES IN CONTEMPORARY ANGLOPHONE LITERATURE 3 cr.**

Prerequisite: a 200-level literature course. Specific topic announced in advance.

**488. HISTORY OF THE ENGLISH LANGUAGE 3 cr.**

Prerequisite: a 200-level literature course. Study of the sounds, forms, and syntax of Early, Middle, Early Modern, and Modern English from its first, fraught centuries to its shape-shifting roles in the global community today. Also introduces the fundamentals of more general linguistic study.

**489. STUDIES IN RHETORIC AND COMPOSITION 3 cr.**

Prerequisite: a 200-level literature course. Study of rhetoric, composition theory, and pedagogy, including a practicum.

**490. HISTORY OF LITERARY THEORY AND CRITICISM 3 cr.**

Prerequisite: a 200-level literature course. Elements of literary theory, and a survey of the major theorists from Plato to the present.

**491. FEMINIST LITERARY CRITICISM 3 cr.** Prerequisite: a 200-level literature course. Study of various theories of feminist literary criticism. The social construction of gender and identity, the possibilities for women's creative expression, and the influence of gender-related issues on the study of literary texts.

**495. CRITICAL PRACTICE 3 cr.** Prerequisite: a 200-level literature course. Survey of options available to literary critics of the twentieth and twenty-first centuries, and practice in the application of criticism to literary texts.

**496. FRAMED NARRATIVES: NOVEL AND CINEMA 3 cr.** Prerequisite: a 200-level literature course. Structural and thematic functions of pictorial and narrative frameworks in film and novel.

**497. HOPKINS SEMINAR 3 cr.** Prerequisites: a 200-level literature course and permission of the chair. Advanced, special seminar in literature taught by the visiting Hopkins professor; specific topic announced in advance.

**498. INDEPENDENT STUDY 13 cr.** Prerequisites: a 200-level literature course; consent of project advisor and department chair. Special projects in literature or writing. Projects must be approved before registration. See chair for forms and guidelines.

**499. SPECIAL STUDIES 13 cr.** Prerequisite: a 200-level literature course. Selected topics announced in advance.





# Entrepreneurship (ER)

*Professors:* D. A. Dukes; J. J. Schmidt (Interim Director), S. M. Kaye, D. P. Mascotti; *Associate Professors:* M. P. Lynn, R. Grecni; *Assistant Professor:* S. B. Moore; *Visiting Assistant Professor:* T. Bonda

Specifically designed for students from all majors, the minor in entrepreneurship starts with idea development and creativity that help them become more effective in either for-profit or nonprofit enterprises.

Examples of entrepreneurial enterprises include Habitat for Humanity, Kaboom, Google, E-Bay, Zappos, and Twitter. Future entrepreneurs pursue majors in the arts, humanities, social sciences, natural sciences, or business. A national study found that 75% of entrepreneurs focused their college studies in fields outside of business or engineering.

The entrepreneurship minor will support any major. Required course work, detailed below, depends on whether a student selects a major in the College of Arts & Sciences or the Boler School of Business. Faculty from both colleges teach the courses in the minor, which is directed by an interdisciplinary faculty committee chaired by an interim director. Participation in the minor puts students into contact with a team that will help develop their skills as entrepreneurs.

## **Program Learning Goals for Entrepreneurship**

Students will:

1. Develop creativity/innovative thinking.
2. Develop critical thinking analysis.
3. Develop group collaborative skills.
4. Communicate skillfully in presenting entrepreneurship projects.
5. Demonstrate knowledge of the business model concept.

### **Minor Requirements**

The Arts & Sciences track: ER 201, 301, 304, 305\*, 306\*, and 480, plus ER 115 or one approved quantitative course. (21 hours)

\*Open only to majors in the College of Arts & Sciences

The Business track: ER 201, 301 (or MN 364), 304, 480; FN 312; MK 301; plus an approved quantitative course. (21 hours)

**110. CREATIVE PROBLEM SOLVING 1 cr.** Discusses the meaning of creativity, how to enhance it and use it to solve problems. Uses experiential exercises and the lenses of visual, digital, and musical arts to create and present projects/ideas.

**115. QUANTITATIVE ANALYSIS IN SCIENCE, BUSINESS, AND HUMANITIES 3 cr.** Case-based course that uses quantitative data sets to identify and recognize problems, analyze options, draw inferences, make decisions, and effectively represent and communicate results. Examples are drawn from science, business, humanities, politics, and education. The ethical collection, use, and representation of data will be discussed.

**201. CREATIVITY, INNOVATION, AND DEVELOPMENT 3 cr.** The creative process: What it is, how to improve it, how to work with it. Uses a project-focused approach to show how creative thinking applies to the development of innovations and inventions in the arts, sciences and business. Discussion of alternative representations of the opportunity recognition process. Students learn how to move from an idea as a vague concept to an innovation as a well-designed idea. Ethical issues will be discussed.

**301. INTRODUCTION TO ENTREPRENEURSHIP 3 cr.** Prerequisites: ER 201. Study of entrepreneurship and its role in new venture creation, as well as its impact on economic growth and development. Using the business model canvas, students will analyze the functional areas of business, including project development, production and operations, ethical concerns, marketing and sales, finance and accounting.

**304. SOCIAL ENTREPRENEURSHIP 3 cr.** Prerequisites: ER 201, and ER 301 or MN 364. Applies the principles examined in ER 301 to social enterprises. Introduces the meaning and importance of social entrepreneurship in the modern economy and demonstrates how entrepreneurial orientation can assist in the attainment of nonprofit and social objectives as a means to obtain social justice. Students will research the effect of social enterprises on varying populations and cultures.

**305. ACCOUNTING & FINANCE FOR ENTREPRENEURS 3 cr.** Prerequisite: ER 301 or ER 203. The basic role of accounting in an organization. Analysis and interpretation of financial statements, tax data, and project planning and assessment. Also, concepts related to making financial decisions: ethical factors, the cost of capital, time value of money, the sources of, and approaches to raising, entrepreneurial capital. (For Arts and Sciences students.)

**306. ENTREPRENEURIAL MARKETING & SALES 3 cr.** Prerequisite: ER 301 or ER 203. Introduction to marketing, especially the marketing needs of entrepreneurial enterprises. Topics include distribution, pricing, promotion, product decisions and strategies, the sales process, and management of ethical problems. (For Arts and Sciences Students.)

**480. ENTREPRENEURSHIP FIELD EXPERIENCE 3 cr.** Prerequisite: completion of at least 12 hours of course work in the minor, including ER 305 or 306 (FN 312 or MK 301 for students on the Business track). Students develop a non-profit or profit venture. This requirement may be satisfied also through an approved internship.

**498. INDEPENDENT STUDY 3 cr.** Prerequisite: permission of director of the minor. Supervised independent study in entrepreneurship.



# Exercise Science, Physical Education, Allied Health and Sports Studies (EPAS)

*Associate Professors:* K. M. Manning (Program Director), G. S. Farnell;  
*Assistant Professor:* J. A. Nagle; *Administrator:* B. C. Beigie

The major in Exercise Science, Physical Education, Allied Health and Sports Studies (EPAS) is offered by the Department of Counseling & Exercise Science.

Exercise Science, Physical Education, Allied Health, and Sports Studies programs at John Carroll University are committed to the value and importance of physical activity in the lives of all people. To that end the program provides a comprehensive curriculum that encourages the development of knowledge, skills, and dispositions across the continuum of physical activity, including: 1) the PE 100-level physical activity curriculum; 2) the Physical Education major; 3) the Exercise Science major; and 4) the Sports Studies major (see the Mike Cleary major in Sports Studies).

The major programs are grounded in broad-based curriculums that provide depth of knowledge in the scientific foundations of human movement and human behavior as preparation for graduate school and multiple career opportunities, as well as a breadth of knowledge within the humanities, social sciences, philosophy and religion, integrated into the majors' curriculum through the liberal arts core. The Exercise Science, Physical Education and Sports Studies programs are grounded in the dignity of the individual and promote goals and outcomes related to that dignity and the maximum achievement of individual potential.

## Overview of the Three Majors

**Physical Education:** A focus on the development of fitness, movement, motor, and sports skills across the developmental continuum from pre-school through 12<sup>th</sup> grade. A Physical Education major provides the academic knowledge, skills, dispositions, and practicum experiences for candidates pursuing a Multi-Age Ohio Resident Educator License in Physical Education. Candidates in this major who pursue a teaching license will need to complete additional requirements for licensure through the Department of Education and School Psychology; they should contact the Teacher Education program regarding admission to the initial licensure program.

**Exercise Science:** A focus on the fitness, movement, motor, and sports skills of diverse populations. The Exercise Science major provides candidates with the

knowledge, skill, dispositions, and practicum experiences to enter into careers in such professions as fitness, wellness, athletic training, and allied health professions. Exercise Science graduates have entered graduate programs in such areas as exercise physiology, athletic training, nutrition, occupational therapy, physical therapy, chiropractor, strength and conditioning, and personal fitness. Candidates may need additional pre-requisite course work depending on the graduate program selected. Candidates interested in a career in an allied health profession should register with the director of Pre-Health Professions.

**Sports Studies:** A focus on the administration, management, planning, and implementations of sports programs as well as sports-related cognate areas such as marketing, management, and communications. The Sports Studies major provides candidates with the knowledge, skills, dispositions, and practicum experiences within a course of study responsive to their specific area of interest, e.g., sports and athletic administration; coaching and recreation; and sports, fitness, and wellness for diverse populations. For additional information on the Sports Studies major, see the Mike Cleary Major in Sports Studies (page 406).

Candidates interested in one of these majors are encouraged to meet with the program director to map out an inclusive four-year plan for graduation.

**The Unit Learning Outcomes for EPAS propose to accomplish:**

1. The development of knowledge, skills, and dispositions in the science of human movement and behavior through an integrated curriculum across content domains.
2. The development of expertise in the application of knowledge, skills, and dispositions within course, field, and internship experiences relevant to professional values and goals.
3. The development and implementation of communication skills across multiple domains, e.g., written, oral, and physical, that serve the primary role of conveying knowledge through implementation of practice, feedback, therapy, and ongoing support.
4. The development of problem-solving, critical thinking, and reflective practices indicative of a knowledge and evidence-based practice based on a framework of conceptual knowledge.
5. The development of appropriate professional behaviors as demonstrated through knowledge, skills, and dispositions within course work, internship, and professional opportunities.
6. The development of a values-based, ethical behavior grounded in the liberal arts, observed through personal and professional behaviors, and representative of the Ignatian ideal of a leader in service to others.

## Program Learning Goals in Exercise Science and Physical Education

Students will demonstrate:

1. Knowledge of the structure and function of the human body.
2. Knowledge of history, philosophy, mission, personal and professional identity.
3. Knowledge of lifespan development, developmental disabilities, and developmental regression.
4. Knowledge of movement skills, motor skills, fitness skills, and sports skills development and learning.
5. Knowledge of health, lifestyle wellness, lifestyle disabilities, and working with diverse populations.
6. Knowledge of organization, leadership, and planning for a variety of situations.
7. Knowledge of research and the appropriate use of research in papers and projects, and for problem-solving and critical thinking.
8. Knowledge in applied settings.
9. Knowledge related to moral and ethical behavior for a movement professional.

### **Major and Minor Requirements**

**Major: Physical Education** (fulfills PE requirements for Multi-Age Licensure). 40-43 hours: EPA 201, 202, 205/205L, 206/206L, 208, 310, 407, 409, 411, 420, 430, 432, 435 (497, if not pursuing licensure).

For Multi-Age licensure: Additional courses in teacher education are required.

**Major: Exercise Science.** 47 hours: EPA 201, 205/205L, 206/206L, 208, 230, 407, 409, 430, 432, 435, 497 plus 12 hours of electives selected from the Theory and Methods courses, or Sports Studies courses (with permission).

**Minor: Exercise Science.** 26 hours: EPA 205, 205L, 206, 206L, 208, 230, 407, 409, and two electives from the Theory and Methods courses.

**Major:** Sports Studies (see the Mike Cleary Major in Sports Studies).

## Requirements for Acceptance and Continuation as a Physical Education or Exercise Science Major

### The application process includes:

#### 1. Application Process

- A formal meeting with the program director for Exercise Science, Physical Education, Allied Health and Sports Studies.
- An evaluation of academic coursework.
- A statement of professional goals and expectations related to the chosen major and profession.
- The fulfillment of the following academic requirements:
  - Exercise Science majors:
    - 2.0 or higher major GPA
    - 2.0 or higher overall GPA
  - Physical Education majors pursuing the Ohio Multi-Age Teaching License:
    - 2.7 overall GPA
    - 2.7 Physical Education GPA
    - 2.7 Education GPA

#### 2. Acceptance Decisions

- **Accept:** Candidate may continue to take course work within the major course of study.
- **Conditional Acceptance:** Candidate may continue to take course work within the major course of study, but certain restrictions have been placed on continuation in 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.

#### 3. Continuation in the Major

- Student evaluations will be conducted each semester for continuation in the program.

#### 4. Capstone Experience

Internship: Physical Education (not pursuing licensure) or Exercise Science major

- Candidates must identify a specific internship experience that aligns with intended professional and/or graduate school goals.
- Prior to the beginning of the internship, candidates are responsible for the following:
  - Meeting with the John Carroll internship coordinator for approval of the specific internship experience.
  - Obtaining approval from the proposed internship site supervisor for completion of all internship requirements.

- Completion and submission of all required formal documentation to the John Carroll internship coordinator for final approval of the internship experience.
- Approval of the internship experience by the John Carroll internship coordinator must be obtained in writing, prior to beginning the experience.
- Please consult the Internship Handbook for specific details and required forms.
- If a candidate is not approved for an internship, additional content-area course work will be substituted.

Student Teaching: Physical Education majors pursuing the Multi-Age Teaching license

- Candidates must be in good academic standing in the Initial Licensure Program to apply for the Student Teaching semester.
- Candidates must be approved by the Council on Teacher Education for the Student Teaching semester.

### **5. Exit Assessment**

- Candidates for graduation will complete a formal exit interview in their final semester of course work.
- Candidates for graduation will complete a formal written program evaluation specific to their major.

## **Physical Education Courses (PE)**

### **Activity Courses**

**Note:** Students may apply a maximum of 4 Physical Education (PE 120-199) credits toward graduation requirements and, unless otherwise specified, no more than 8 credits from any combination of AR, CE, FA, or PE (120-199) courses. Credits from PE courses (120-199) 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.

**130. INTRODUCTION TO BASIC PHYSICAL CONDITIONING (MS 130) 1 cr.** Introduction to the basics of physical conditioning and its benefits. Modeled on the U.S. Army method of increasingly challenging exercises to build aerobic skills and endurance leading to enhanced physical fitness. Principal aspects of stretching, conditioning, and recovery. Also, cardiovascular and respiratory fitness, weight control, and stress control.

**131. ADVANCED PHYSICAL CONDITIONING (MS 131) 1 cr.** Builds on the student's knowledge of physical conditioning to increase physical fitness. Modeled on the U.S. Army method of increasingly challenging exercises to build aerobic skills and endurance leading to enhanced physical fitness. Principal aspects of stretching, conditioning, and recovery. Also, cardiovascular and respiratory fitness, weight control, and stress control.



**132. LEADERSHIP IN PHYSICAL TRAINING (MS 132) 1 cr.** Develops the ability to plan, organize, and lead a physical conditioning program and evaluate others conducting physical training. Uses the U.S. Army physical conditioning method.

**133. ADVANCED LEADERSHIP IN PHYSICAL TRAINING (MS 133) 1 cr.** Develops the ability to plan, organize, and lead a physical conditioning program and evaluate others conducting physical training. Uses the U.S. Army physical conditioning method.

**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.**

**163. HANDBALL 1 cr.**

**170. BASKETBALL 1 cr.**

**174. VOLLEYBALL 1 cr.**

**180. NUTRITION 1 cr.**

**199. SPECIAL TOPICS 1 cr.**

### **Theory and Method Courses (EPA)**

**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. FOUNDATIONS OF EXERCISE SCIENCE, PHYSICAL EDUCATION, AND SPORTS STUDIES 3 cr.** Major ideas, institutions, movements, and individuals in the fields of exercise science, physical education, and sports studies. Includes an examination of potential careers in exercise science, physical education, sports studies, and allied health professions. Includes a practicum experience.

**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. HUMAN ANATOMY 3 cr.** Corequisite: EPA 205L. Structure and function of the human body, including cells, tissues, and skin, as well as the skeletal, articular, and muscular systems.

**205L. HUMAN ANATOMY LAB 1 cr.** Corequisite: EPA 205. Includes use of slides, human skeletons, and dissections to study cells, tissues, and skin, as well as the skeletal, articular, and muscular systems of the human. Autopsy observations included.

**206. HUMAN PHYSIOLOGY 3 cr.** Prerequisite: EPA 205; corequisite: EAP 206L. Structure and function of the body, including the nervous, circulatory, lymphatic, respiratory, renal, and digestive systems.

**206L. HUMAN PHYSIOLOGY LAB 1 cr.** Corequisite: EPA 206. Dissection and examination of animal hearts and brains; use of various measuring devices for studying the nervous, circulatory, respiratory, renal, and digestive systems. Includes autopsy observations.

**208. LIFESPAN PHYSICAL GROWTH AND DEVELOPMENT 3 cr.** Study of lifespan normal developmental patterns (cognitive, sensory, neurological, skeletal, muscular, emotional, and social), and the relative influence of these systems on neuromotor maturation, motor skills development, and learning across the lifespan.

**213. ORIENTEERING (MS 213) 1 cr.** Designed to develop students' ability to determine their location on a map, plot a course to travel/navigate over familiar and unfamiliar terrain, and end at a known/desired location. U.S. Army standard maps and equipment. A detailed introduction to the principles of land navigation and orienteering that includes map reading, compass use, terrain association, pace count, plotting techniques, route planning, and safety and survival in hot and cold weather environments.

**230. NUTRITION FOR ATHLETICS AND PHYSICAL ACTIVITY 3 cr.** Overview of basic nutritional guidelines relevant to daily life; the role of nutrition in the development and efficiency of energy systems for physical and athletic performance; and disabilities related to insufficient or inappropriate nutritional practices.

**299. SPECIAL TOPICS 1-3 cr.** Prerequisite: permission of instructor. Topics are published in the schedule of classes for each term.

**303. CARE, PREVENTION, AND TREATMENT OF ATHLETIC INJURIES I 2 cr.** Prerequisites: EPA 206/206L; corequisite: EPA 303L. Introduction to basic concepts of athletic training. Emphasis on common athletic injuries, basic conditioning, prevention, recognition, and treatment of athletic injuries.

**303L. CARE, PREVENTION, AND TREATMENT OF ATHLETIC INJURIES LAB I 1 cr.** Corequisite: EPA 303. Introduction to basic wrapping and taping techniques used to prevent, care for, and treat athletic injuries. A hands-on laboratory course used to develop these basic skills.

**304. CARE, PREVENTION, AND TREATMENT OF ATHLETIC INJURIES**

**II 2 cr.** Prerequisites: EPA 303 and 303L; corequisite: EPA 304L. Topics from EPA 303 expanded: in-depth examination of athletic injury evaluation, management, and basic rehabilitation concepts.

**304L. CARE, PREVENTION, AND TREATMENT OF ATHLETIC**

**INJURIES II LAB 1 cr.** Prerequisites: EPA 303 and 303L; corequisite: EPA 304. Extension of EPA 303L. Emphasis on wrapping and taping techniques used to prevent, care for, and treat athletic injuries. This is a laboratory course used to develop these skills.

**310. METHODS, MATERIALS, AND RESOURCES IN EXERCISE SCIENCE, PHYSICAL EDUCATION, AND SPORTS STUDIES 3 cr.**

Prerequisite: acceptance into Exercise Science, Physical Education, or Sports Studies major. Study of functional movement as it applies to motor and sport skills in everyday activities and athletics. Examination of methodologies, materials, and resources unique to teaching these skills. Emphasis on developing plans and objectives as well as organizational techniques for teaching grades 4 through 12, working in fitness and rehabilitation environments, and for coaching in and administering sports programs.

**340. LIFESTYLE WELLNESS 3 cr.** Overview of the holistic nature of lifestyle wellness, the multiple factors that contribute to, or influence, wellness, prevalent themes and types of programs related to wellness, and the role of exercise science and allied health professionals in the wellness process. Examination of the wellness culture within our society and the factors that influence lifestyle wellness throughout the lifespan, such as fitness, aging, illness, disabilities, and injuries as well as a critical investigation of different types of opportunities available for development, learning, and maintenance of lifestyle wellness.

**399. SPECIAL TOPICS 1-3 cr.** Prerequisite: permission of instructor. Topics are published in the schedule of classes for each term.

**407. EXERCISE PHYSIOLOGY 3 cr.** Prerequisites: EPA 206 and 206L; prerequisite or corequisite: BL 231 and BL 231L. Study of human physiology during exercise and as a function of physiological problems associated with physical stress. Emphasis on bioenergetics and neuromuscular concepts of exercise, as well as cardiorespiratory and environmental considerations in exercise.

**408. ORGANIZATION AND ADMINISTRATION OF ATHLETICS, PHYSICAL EDUCATION, AND EXERCISE SCIENCE 3 cr.** Prerequisite: acceptance into Exercise Science, Physical Education, or Sports Studies major. Administrative functions of planning and organizing programs in athletics, physical education, and exercise science. Additional emphasis on staffing, directing, and coordinating programs. Includes practicum in candidate's area of study.

**409. KINESIOLOGY 3 cr.** Prerequisites: EPA 206 and 206L, or BL 231 and BL 231L. Experience in movement, analysis of the physiological bases of muscular activities, and general effects on body functions.

**411. FITNESS AND MOTOR SKILL DEVELOPMENT IN CHILDREN 3 cr.**

Curriculum, procedures, methodology, instructional strategies, and assessment related to fitness skills, motor skills, sports skills, and physical activities that are developmentally appropriate—intellectually, physically, emotionally, and socially—for children from pre-kindergarten through the primary grades. Field experience.

**420. DISABILITIES: LEARNING, MOVEMENT, AND PROGRAM DEVELOPMENT 3 cr.**

Prerequisites: EPA 208, PS 175, or PS 261. Disabilities encountered in schools, physical education, recreation, athletics, and allied health programs. Emphasis on the etiology of the disabilities, appropriate learning, and therapy environments to enhance physical development and motor proficiency, current qualitative and quantitative research, and techniques for assessment, program development, and implementation. Field experience.

**430. RESEARCH AND MEASUREMENTS IN EXERCISE SCIENCE AND PHYSICAL EDUCATION 3 cr.**

Prerequisite: acceptance into Physical Education, Exercise Science, or Sports Studies major. Statistics and research methodology used in exercise science, physical education, and allied health. Emphasis on the understanding and use of essential statistical methods (descriptive and inferential) in research and in applied settings. Includes measures of central tendency, t-test, probability, hypothesis testing, ANOVA. Development of a research proposal is required.

**432. MOTOR LEARNING 3 cr.** Prerequisite: EPA 208, PS 175, or PS 261. Study of human motor behavior as influenced by cognitive and physiological development, maturation, motivation, and learning. Emphasis on normal development as well as regressive development as a function of aging and/or disability.

**433. THEORETICAL PRINCIPLES OF STRENGTH AND CONDITIONING 3 cr.**

Prerequisites or corequisites: EPA 407 and EPA 409. Principles and concepts of body movement specific to joint biomechanics, and related issues and use of appropriate terminology; principles related to the selection and use of assessment techniques for cardiovascular efficiency and strength and conditioning; principles that guide the development and implementation of strength and conditioning programs (pre-season, in-season, and off-season). Laboratory experiences included.

**435. ETHICAL PROBLEMS IN ATHLETICS, PHYSICAL EDUCATION, AND EXERCISE SCIENCE 3 cr.**

Prerequisites: acceptance into Exercise Science, Physical Education, or Sports Studies major; senior standing. The nature of ethics through the study of ethical issues in athletics, physical education, and exercise science, e.g. use of performance-enhancing drugs, fitness guidelines for youth sports, recruiting, and professionalism.

**440. INDEPENDENT STUDY 1-3 cr.**

Prerequisite: instructor's permission. Intensive study of problems and concerns in a selected area of health, physical education, or exercise science.

**496. PRACTICUM 3 cr.** Prerequisites: acceptance into Exercise Science, Physical Education, or Sports Studies major; junior or senior standing; and permission of instructor and coordinator. Supervised application of the principles of exercise science in an environment selected by the individual candidate, such as athletic training, cardiac rehabilitation, fitness, and coaching in various contexts. A proposed plan must be approved by the JCU internship coordinator prior to enrollment. Final paper developed in conjunction with the practicum.

**497. INTERNSHIP AND SEMINAR 3 cr.** Prerequisites: acceptance into Exercise Science, Physical Education, or Sports Studies major; junior or senior standing; and permission of instructor and JCU internship coordinator. Candidates select an internship assignment in line with their graduate school area of interest, e.g., athletic training, strength and conditioning, physical therapy. A proposed plan must be approved by the internship coordinator prior to enrollment; final research paper must relate to the internship. Portfolio development required.

**499. SPECIAL TOPICS 1-3 cr.** Prerequisite: permission of instructor. Topics are published in the schedule of classes for each term.

### **Chemical Dependency (EPA)**

**414. ADDICTION KNOWLEDGE 3 cr.** Substances of abuse and their effects on the processes of body and brain; how to screen and assess for substance use disorder, including withdrawal. Includes information on the current medical and pharmacological resources used in the treatment of substance use disorders; also, the biopsychosocial, cultural, and spiritual factors related to addiction.

**415. TREATMENT KNOWLEDGE FOR CHEMICAL DEPENDENCY AND ADDICTIVE DISORDERS 3 cr.** Prerequisite: CG 514/EPA 414. How to complete a comprehensive substance abuse assessment, including screening for co-occurring disorders; the principles of effective treatment, models of treatment, recovery relapse prevention, and continuing care for addiction clients; how to assess for levels of institutional care; how to develop and implement treatment plans.

**416. SERVICE COORDINATION AND DOCUMENTATION FOR CHEMICAL DEPENDENCY AND ADDICTIVE DISORDERS 3 cr.** Prerequisites: CG 514/ EPA 414, CG 515/EPA 415. How to assess a client's ongoing needs beyond formal treatment, including the recovery process. Interdisciplinary approaches to addiction treatment, including the counselor's role on the interdisciplinary team.

# Finance (FN)

*Professors:* F. J. Navratil, W. Elliott;  
*Assistant Professors:* S. B. Moore, F. Zhan

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 that engage in complex international operations. Classes in international finance teach students to assess 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. Graduates of the University's finance program are actively sought by corporate recruiters, who know these 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.

## **Program Learning Goals: Undergraduate Finance Major**

The broad 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.

Upon graduation, finance majors from John Carroll University should have a strong academic foundation in finance that allows them to:

- Enter a career in financial management and have the potential to lead.
- Enter a quality graduate program in a variety of fields, especially in business.
- Seek further professional certification in finance or a related field (for example, as a Chartered Financial Analyst (CFA), Certified Financial Planner (CFP), Certified Financial Manager (CFM), or Certified Managerial Accountant (CMA), Series 6 and Series 7 exams).

## Program Learning Goals: Undergraduate Finance Major

John Carroll's finance program intends to provide students with the foundational *knowledge, skills, and abilities* to pursue a career in finance, advanced study in business, or further certification in finance and related fields.

Graduating seniors in finance should have:

- Knowledge of financial accounting, financial markets, financial instruments, and financial theories.
- Skills necessary to define and solve familiar financial management problems.
- Ability to articulate financial problems and pose appropriate solutions to problems that are unfamiliar.
- Ability to recognize limitations of suggested solutions and deal with ambiguity inherent in many situations.

### **Major Requirements**

**Major in Finance:** A total of 64-73 credit hours as described below.

**Business Core:** 40-46 credit hours, including MN 461 or MN 463-464.

**FN 312:** Prospective finance majors must complete FN 312 with a minimum grade of C.

**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 seven courses: FN 405, 418, 439, 442, 444, 452, or 498.

**142. PERSONAL FINANCE 2 cr.** Cannot be counted as part of the business minor or finance major. Personal financial decision-making, including use of credit, insurance products, banking, and other financial services, as well as investing for future financial goals.

**312. BUSINESS FINANCE 3 cr.** Prerequisites: AC 201-201 or AC 221, EC 201-202, and EC 208. Financial problems in organization, operation, expansion, and reconstruction of business concerns, particularly the corporate type.

**316. FINANCIAL MARKETS AND INSTITUTIONS 3 cr.** Prerequisite: FN 312. Examines the functions financial intermediaries perform in transferring and transforming wealth in financial markets. Provides a broad understanding of the characteristics of domestic and global financial markets and features of instruments that are traded in them.

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**342. INVESTMENTS 3 cr.** Prerequisite: minimum grade of C in FN 312.

Principles in the selection and management of investments, from the viewpoints of large and small investors.

**405. SEMINAR IN FINANCE 3 cr.** Prerequisites: minimum grade of C in FN 312 and/or as announced. Contemporary issues in finance not covered in depth in other departmental courses. Topics, method of presentation, and requirements designated by the seminar leader.

**418. REAL ESTATE FINANCE 3 cr.** Prerequisite: minimum grade of C in FN 312. Introduction to real estate, with a focus on financial aspects; theory and measurement of returns and risks on real estate and real estate-related assets; valuation theory for owner-occupied and income-producing properties.

**439. INTERNATIONAL BUSINESS FINANCE 3 cr.** Prerequisite: minimum grade of C in 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.

**440. INTERMEDIATE CORPORATE FINANCE 3 cr.** Prerequisite: minimum grade of C in FN 312. Expands knowledge of corporate finance developed in FN 312. Involves 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. CASE STUDIES IN FINANCIAL MANAGEMENT 3 cr.** Prerequisites: FN 440 and either FN 316 or FN 342. The capstone course in the finance major. Incorporates the case study method so that students can demonstrate their knowledge of corporate finance, financial markets, and financial institutions from previous course work in the major, including economics and accounting courses. Also emphasizes oral and written communication skills.

**442. RISK MANAGEMENT AND INSURANCE FUNDAMENTALS 3 cr.** Prerequisite: minimum grade of C in 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: minimum grade of C in 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.



**452. PORTFOLIO MANAGEMENT 3 cr.** Prerequisites: FN 342 and permission of instructor. Focuses on the Dornam Fund, a student-managed investment portfolio. Provides theory and experience in professional money management; identification of investment objectives, information assessment for security selection, and evaluation of fund performance.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: finance major with an overall GPA of 3.0 or higher; permission of chair and instructor. Research project supervised by a member of the department willing to act as advisor. The student selects an aspect of finance, establishes goals, and develops a plan of study that must be approved by the chair and filed with the dean's office. Consult the chair for department guidelines established for such study.



# Fine Arts (FA)

*Lecturers:* C. Caporella, M. Hoehler

Courses in the fine arts help enrich and extend the mind and body. With a strong Jesuit tradition of sacred expression, as well as a commitment to greater human discovery, John Carroll University offers a range of courses in music and dance. There are opportunities to study the fine arts in both group and solo settings. Most courses in the fine arts will qualify for the CAPA requirement in the new Integrative Core Curriculum. Students interested in courses in the visual or performing arts should consult the sections of the *Bulletin* on Art History and Humanities and Communication and Theatre Arts.

Students may apply 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), Communication (CO) 140-175, Career Education (CE), Fine Arts (FA), International Cultures (IC) and/or Physical Education (PE) 120-174 may be applied toward graduation.

## Choral Ensembles

**109C. CECILIA SINGERS 0-1 cr.** A women's vocal ensemble that explores, prepares, and performs both secular and sacred repertoire. Music includes literature from a variety of musical styles, cultures, and traditions, including classical, contemporary, and American music such as Broadway and vocal jazz. The choir performs at various concerts and events on campus. Audition required.

**109D. UNIVERSITY SCHOLA CANTORUM 0-1 cr.** A select SATB vocal ensemble that performs sacred and secular repertoire throughout the academic year. Students explore, prepare, and perform music literature from a variety of musical periods. Genres include chant and polyphony through standard sacred repertoire, contemporary sacred and popular tunes, madrigals, a cappella, and vocal jazz. Venues include Family/Homecoming Weekend and Christmas Carroll Eve as well as the annual Sacred Music Concert. Audition Required.

**109E. UNIVERSITY CHAPEL ENSEMBLE 0-1 cr.** A vocal and instrumental ensemble that offers liturgical music for regular weekend masses, special liturgies, and prayer services on campus. Students explore, prepare, and perform sacred and liturgical repertoire from a variety of musical styles with a focus on contemporary liturgical music and praise songs.

## Dance

**105A. MODERN DANCE 1 cr.** Introduction to basic movement principles and appreciation of dance in general. Developing efficiency of movement, range of motion, strength, endurance, agility, coordination, and stability, with a focus on alignment and relaxation. No previous dance experience required.

**105B. SOCIAL/BALLROOM DANCE 1 cr.** Introduction to the rhythms, styles, and movements used in partner dances. Dances may include the waltz, tango, foxtrot, cha cha, rumba, swing, mambo, and merengue. No previous dance experience required.

## Instrumental Ensembles

**110A. JCU PEP BAND 0 cr.** An ensemble that offers music to support the Blue Streaks' athletic teams and enhance the atmosphere at their games. Musicians of all degrees of experience are welcome.

**110B. JCU JAZZ BAND 0-1 cr.** An instrumental ensemble that plays an array of classic and contemporary stage band pieces in various styles. The jazz band performs at concerts and special events on campus as well as at jazz festivals in the greater Cleveland area. Informal audition required.

**110C. JCU WIND ENSEMBLE 0-1 cr.** An instrumental ensemble that rehearses and performs music composed, transcribed, or arranged for woodwind instruments. Learn musical concepts and woodwind technique through regular rehearsal and study in an ensemble atmosphere. Informal audition required.

**110D. STRING ENSEMBLE 0-1 cr.** An instrumental ensemble that prepares and performs music composed, transcribed, or arranged for strings. Literature from a variety of musical periods and traditions is explored in a weekly rehearsal environment. Improve your playing technique while creating music in a group setting. Informal audition required.

**110J. BRASS ENSEMBLE 0-1 cr.** An instrumental ensemble that explores musicianship, embouchure, and technique in the context of an all-brass group. Repertoire includes classical, traditional, and contemporary music. Weekly rehearsals. Informal audition required.

**110K. PIAZZOLLA ENSEMBLE: THE NUEVO TANGO 1 cr.** A unique ensemble that explores the music of the prolific Argentinean composer Astor Piazzolla, who created a whole new genre of music between the 1950s and 1990s while living in New York City and later in Argentina, France, and Italy. Open to instrumentalists and vocalists of all types.

## Applied Music

**112A. BEGINNING CLASSROOM GUITAR 1 cr.** Introduction to various guitar styles with an emphasis on reading music and beginning guitar technique. Basic music theory is introduced.

**112B. INTERMEDIATE CLASSROOM GUITAR 1 cr.** A continuing analysis and applied study of guitar styles and music theory. Guitar study at the intermediate level offers a focus on guitar chords and their application in all styles of music. Classical, folk, pop, and jazz styles are introduced. The study of music theory and its related chord progressions is continued. Placement audition required.

**112C. ADVANCED CLASSROOM GUITAR 1 cr.** A refinement of applied guitar styles, including classical guitar, is offered along with advanced music theory and its application. Placement audition required.

**115. CLASS VOICE 1-2 cr.** The art of vocal production with individual attention in a class setting. Fundamentals of singing: posture, breathing, tone production, song interpretation, and diction. Students are required to give several solo performances in class during the semester.

**116. THE ROLE OF CANTOR 0-1 cr.** The applied study of song as a means of leading the prayer of a worshiping community. Each student will study techniques of vocal production, diction, and gesture to regularly lead the singing at worship services and liturgies on campus. To this end weekly attendance at a JCU liturgy is a course requirement. In addition, the cantor learns solo verses and/or passages to which the congregation responds. A primary focus of this study is to proclaim the responsorial psalm through song. Audition required.

**120A. APPLIED VOICE 1-3 cr.** Weekly individual instruction in voice. Individual vocal technique is addressed through breathing, vocalization, and a general understanding of the physiological properties of the vocal mechanism. Permission required.

**120B. APPLIED GUITAR 1-3 cr.** Weekly individual instruction in guitar. Development of guitar technique as it relates to the individual student. Various guitar styles are offered with an emphasis on note reading and technique as assessed for the individual student. Permission required.

**120C. APPLIED PIANO 1-3 cr.** Weekly individual instruction in piano. Musical and technical skills are addressed with a focus on developing musicianship, listening skills, piano technique, and good practice habits as they pertain to the study of the piano while building a repertoire and performance capabilities. Permission required.

**120D. APPLIED ORGAN 1-3 cr.** Weekly individual instruction in organ. Musical and technical skills are addressed with a focus on developing musicianship, listening skills, organ technique, and registration with good practice habits as they pertain to the study of the organ while building a repertoire and performance capabilities. Permission required.

**120E. LITURGICAL KEYBOARD I 1-3 cr.** Basic keyboard and accompanying skills with a focus on their application in a liturgical setting. Students study and play music from a variety of genres, including classical, hymnody, contemporary music, and praise songs. Accompanying service music and acclamations as well as sight-reading are addressed. Elements of accompanying are explored as they relate to soloists, small vocal ensembles, a choir, and a singing congregation. Practicum includes attendance and playing at one of the JCU weekend liturgies. Permission required.

**120F. LITURGICAL KEYBOARD II 1-3 cr.** Builds on the skills developed in Liturgical Keyboard I with a focus on ways to encourage and enhance congregational singing from the keyboard. Introduces chant and choral octavo accompaniments. Practicum includes attendance and playing at one of the JCU weekend liturgies with chorus. Permission required.

**125. A. B. C. DIRECTED INSTRUMENTAL STUDY 1-3 cr.** Beginning, Intermediate, and Advanced students. Individually directed study of an instrument. Permission required.

### **General Music**

**150. INTRODUCTION TO MUSIC 1-3 cr.** Introductory music course designed to enhance the knowledge of music and the art of analytical, perceptive, and critical listening. Demonstrates the diversity that exists in music by presenting it within the context of the world. Explores sources, mediums, and characteristics of musical sound, basic elements of music, forms, styles, composers, historical periods, and cultural traditions. May include an experiential element.

**153. INTRODUCTION TO JAZZ IMPROVISATION 3 cr.** Focuses on developing an understanding of and appreciation for jazz improvisation as well as promoting applied skills in jazz improvisation. Touches on the history of jazz, the relationship between melody, harmony, and rhythm, and some basic music theory, including chords and scales in the context of improvisation. No previous experience required.

**160. INTRODUCTION TO MUSIC THEORY 1-3 cr.** Develops a working knowledge of the basics of music theory through both a theoretical and practical approach. The subject matter explores theoretical and aural skills. The study of theoretical skills encompasses melodic and harmonic analysis, including the music fundamentals of scales, intervals, chords, chord progressions, and rhythms. The study of aural skills will develop the areas of sight-singing and ear training.

**198. SPECIAL TOPICS 1-3 cr.** Introductory topics in fine arts. Specific topic announced in schedule of classes or may be taken with permission as an individual project under supervision.

**298. SPECIAL TOPICS 1-3 cr.** Intermediate topics in fine arts. Specific topic announced in schedule of classes or may be taken with permission as an individual project under supervision.

**398. SPECIAL TOPICS 1-3 cr.** Advanced intermediate topics in fine arts. Specific topic announced in schedule of classes or may be taken with permission as an individual project under supervision.

**498. SPECIAL TOPICS 1-3 cr.** Advanced topics in fine arts. Specific topic announced in schedule of classes or may be taken with permission as an individual project under supervision.



# French and Francophone Studies (FR)

*Professor:* H. N. Sanko; *Associate Professor:* M. Pereszlenyi-Pinter (Chair)

The program in French and Francophone Studies is offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page 173.)

The program in French comprises a rich curriculum in language, culture, literature, and film. An articulated sequence of courses in French leads from competence in basic French language skills to a thorough understanding of the language, as well as French and Francophone cultures and literatures.

There are well over 200 million French speakers worldwide. It is the official diplomatic language for all treaties and official documents. It is the first or one of the first official languages of 32 countries on five continents. Since the year 2000, French is accessible 24/7 worldwide via the *TV5monde* program available on cable television, and French media (radio, TV, print) offer online sites that are accessible from the four corners of the planet, making it very easy to be culturally and linguistically current. Studying French at JCU is especially important due to the University's close proximity to Canada, where French is an official language spoken by 9.6 million people.

Many students of French opt to complement or complete their studies in a variety of disciplines in a French-speaking country, where they can connect their future to cutting-edge fields in science and technology. This is because French-speaking countries have been at the forefront of fields such as HIV research, medical genetics (the Human Genome Project), and reconstructive surgery. French-speaking countries are also on the cutting edge of scientific discoveries and technological innovations, including microchips, video gaming, commercial satellites, nanotechnology, nuclear energy, aerospace technology, voice compression, high-speed rail services, and fiber optics.

Since French is widely spoken in many industries—including food and fashion, finance, science, and technology, as well as the humanities and social sciences—a knowledge of French can be a wonderful asset for any student. For sports fans, French and English are the two official languages of the Olympic Games, irrespective of the host country.

For post-graduate education, many graduate schools require knowledge of at least one foreign language. French is the most commonly used language after English and the second most frequently taught language in the world after English. Knowing how to speak it enriches lives and opens up unlimited opportunities. All students are also strongly encouraged to study in France or in another French-speaking country. All courses are taught in French.

## Program Learning Goals in French and Francophone Studies

Students will:

1. Communicate skillfully and effectively in French:
  - a. engage in effective interpersonal communication.
  - b. engage in effective interpretive listening.
  - c. engage in effective interpretive reading.
  - d. engage in effective presentational speaking.
  - e. engage in effective presentational writing.
2. Demonstrate foundational cultural and linguistic knowledge of a target-language area:
  - a. demonstrate knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs.
  - b. demonstrate knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture.
  - c. compare linguistic features of the target language with those of English.
  - d. compare the culture and society of the target-language area with one's own.
3. Demonstrate emerging intercultural competence:
  - a. demonstrate an awareness of the interplay of personal identity and culture.
  - b. interpret an event, cultural product, or issue from the perspective of a worldview outside their own.





## Major and Minor Requirements

**Major in French and Francophone Studies:** 30 credit hours.

**French track:**

- Students who begin the major at the 200 level: FR 201 and 202; eight 300-level French courses, two of which may be replaced by related courses as defined below.
- Students who begin the major at the 300 level: Ten 300-level courses taught in French, two of which may be replaced by related courses as defined below.
- Related courses are those outside French offerings which, at the same time, are closely related to French or Francophone culture: Art History, Classics, History, Philosophy, Political Science, IC literature and/or culture courses in translation as well as other language and literature/culture courses. Courses other than French must be approved in advance by the major advisor.
- A capstone course or a capstone experience.

**French Studies track:**

- May include up to four courses (12 credit hours) with French or Francophone content from International Cultures (IC) or approved cognate areas.
- A capstone course or a capstone experience.

**Minor in French and Francophone Studies:** 15-18 credit hours.

- FR 101, 102, 201, 202 and two 300-level courses.
- Students who begin French at the 200 level or higher: Five courses at the 200 and 300 levels approved by the advisor.

**101. BEGINNING FRENCH I 3 cr.** Introduction to French language and culture, with focus on speaking, listening, reading, and writing. Film; lecture; individual, pair, and group work; computer-assisted instruction. Students learn to ask and answer questions and share information about themselves, their families, and their daily activities. For students with little or no previous exposure to French or by placement test.

**102. BEGINNING FRENCH II 3 cr.** Prerequisite: FR 101 or equivalent or by placement test. Amplification of language skills in a cultural context. Added emphasis on reading and writing.

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of French at the beginning level. May be repeated with a different topic.

**201-202. FRENCH IN REVIEW I, II.** Prerequisite: FR 102 or equivalent or by placement test; FR 201 or equivalent prerequisite for FR 202. 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, multimedia, computer-assisted instruction.

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of French at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301. FRENCH CONVERSATION 3 cr.** Review of French with a focus on building oral skills through exposure to various media, including music, television, film, Internet, and print. Development of communicative competence through oral practice and use of conversational strategies and techniques.

**302. WRITING AND CREATIVITY 3 cr.** Development of writing ability in French through exercises that expand the imagination, using creative writing games and exercises that rely on play, memory, and a sense of adventure. Emphasis on reading as well as writing, talking, thinking, and offering feedback on the written word.

**304. FRENCH CULTURE THROUGH FINE ARTS AND MUSIC 3 cr.** Study of French literature and visual and other arts (architecture, painting, sculpture, music, and *ballet*); representative sampling of works from various literary periods.

**305. LA CHANSON FRANCAISE 3 cr.** Examination of the French song, from the poetry of the *troubadours* to present day: *la chanson traditionnelle et folklorique, le musette, l'opéra, le rock, le pop, le soul, le rap, le punk, le funk, le blues, la musique électronique (« la French touch »), le reggae, le dancehall, le jazz, le raï*, and others. Exploration of how songs enrich the French lexicon, including slang; linguistic analysis of words.

**306. FRENCH FOR BUSINESS 3 cr.** No previous study of business expected. Multimedia introduction to the French and Francophone business world and ethics; focus on contextualized activities that use business terms in French. Role-plays, simulations of business interactions and analysis of authentic business documents help students prepare for potential employment in a French-speaking country. Students have the option to take the exam for the « *Diplôme* » offered by the Chambre de Commerce et d'Industrie de Paris.

**307. THE MEDIA AND POPULAR CULTURE IN FRANCE 3 cr.** Representative sampling and comparative analysis of television, radio, music, cinema, and the press, as reflected in popular culture. Discussion of French current events in a global context. Special focus on the enduring values of the past in today's France as well as of their metamorphosis in adapting to changing realities.

**310. FRENCH/FRANCOPHONE CINEMA 3 cr.** Emphasis on selected films either as genre or as an expression of culture, civilization, language, or a combination of these, depending on the instructor's field of specialization and student interest. Lecture and discussion in French; films in French with either French or English subtitles, depending on student ability and interest, and as mutually agreed upon by instructor and students.

**311. FRENCH CIVILIZATION 3 cr.** Examination through texts, films, and other media of major historical, intellectual, and artistic influences that have shaped French civilization. Identification of values and myths that have contributed to the formation of modern France and continue to influence contemporary French culture.

**314. A'S TO Z'S: FRENCH WRITERS OVERSEAS 3 cr.** Introduction to literature and artistic production in recent decades of French-speaking countries and post-colonial cultures, which forms a body of work quite distinct from literature written in France itself. Selection of key authors of the francophone world (Maghreb, Sub-Saharan Africa, Oceania, Asia, the Americas, and French-speaking Europe).

**315. THE ART OF INTERPRETATION 3 cr.** Introduction to French literature and culture through close critical readings of the principal literary forms, as well as oral interpretations: poetry, drama, and prose. Texts chosen chronologically from French and Francophone literatures. The “art of interpretation,” or as the French call it, “*explication de texte*.”

**320. FRENCH WOMEN 3 cr.** Female authors and their literary legacy through the centuries. Excerpts from works by Marie de France, Christine de Pisan, Catherine Des Roches, Madame de Sévigné, George Sand, Colette, Marguerite Yourcenar, Simone de Beauvoir, Andrée Chédid, Anne Hébert, Mariama Bâ, Maryse Condé, Assia Djebar, Hélène Cixous, and Julia Kristeva.

**325. PANORAMA DE LA LITTÉRATURE FRANÇAISE 3 cr.** Reading of selections and complete works of outstanding French authors from major genres and periods, from the beginnings to modern day. Students will read works in French, discuss their significance, and listen to short lectures to situate the readings in a historical and cultural context.

**330. FRENCH PRONUNCIATION THROUGH THEATRE 3 cr.** Dissection of various elements of French speech for improving French pronunciation in the cultural context of famous tirades and dialogs written for the stage by France’s most famous playwrights. Exploration and practice of rhythm, intonation and IPA [International Phonetic Alphabet] symbols. Attention to reading proficiency and expanding vocabulary.

**331. ADVANCED FRENCH CONVERSTION 3 cr.** Subtleties of French phonology, morphology, and syntax, along with the development of advanced vocabulary and conversational techniques. Activities include in-depth discussion and debate of current events and real-life problems as well as oral analysis of readings.

**332. CREATIVE WRITING IN FRENCH 3 cr.** Fundamentals and practice of creative writing across genres. Theory and practice of correct grammatical usage of the written word.

**334. TRANSLATION IN FRENCH 3 cr.** Methods and mechanics of translation; selection of proper tools. Comparison and evaluation of translated texts.

**350. FRENCH LITERATURE AND GRAPHIC NOVELS 3 cr.** Graphic novels recently adapted from French literature, including famous works by Hugo, Balzac, Proust, and Camus. Introduction to the “9th art” and exploration of literary devices. Thematic and stylistic evolution of “*la bande dessinée*” aesthetic, “high” versus “low” culture, societal and political changes in response to a press market increasingly driven by emerging youth, consumer culture, and anti-establishment discourse.

**365. FRENCH FICTION AND FILM 3 cr.** Literary texts and their film adaptations. Focus on changes in narration, structure, and development of the subject. Introduction to the “7th art” and comparative study of literary and cinematic devices to convey ideas and attitudes.

**370. FROM VERSAILLES TO THE FRENCH REVOLUTION IN LITERATURE AND FILM 3 cr.** Important elements, trends, and developments (political, social, economic, cultural, and religious) from the early 17<sup>th</sup> century through the French Revolution. Films chosen to reflect student interest. Readings of epoch-making works by Racine, Pascal, Molière, Mme de Lafayette, Madame de Sévigné, Rousseau, Voltaire, and others.

**380. EIGHTEENTH-CENTURY STUDIES AND THE ENLIGHTENMENT 3 cr.** Close reading of excerpts from selected authors (Rousseau, Voltaire, Montesquieu, Diderot); examination of the changes on stage from Marivaux, to Beaumarchais, and to the ballet of *La Fille Mal Gardée* (1789). Emphasis on selected plates from Diderot’s *Encyclopedia* and corresponding entries describing artisanal work.

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**410. SENIOR CAPSTONE IN FRENCH AND FRANCOPHONE STUDIES 3 cr.** Independent research project chosen in consultation with a capstone advisor. The capstone project should reflect both the student’s interest in French and the courses s/he has taken to fulfill the major. Possibilities include an independent study, a capstone course, or an academic experience in a French-speaking country.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study for advanced students. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

# German (GR)

*Associate Professor:* J. Karolle-Berg

The program in German is offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page 173.) The German curriculum in language and culture at John Carroll prepares students to communicate effectively in German; to understand the cultural perspectives, products, and practices of the German-speaking world; to make connections between developments in German culture and trends in history, politics, and society; and to act with intercultural competence. At all course levels, students engage in active learning through proficiency-based instruction.

The German minor complements a number of courses of study and allows students to work with faculty to design a program suited to their specific academic goals. The experiential learning component similarly links students' course work in German to their other professional and personal interests through an independent project, internship, or thesis.

## **Program Learning Goals in German**

Students will:

1. Communicate skillfully and effectively in German:
  - a. engage in effective interpersonal communication.
  - b. engage in effective interpretive listening.
  - c. engage in effective interpretive reading.
  - d. engage in effective presentational speaking.
  - e. engage in effective presentational writing.
2. Demonstrate foundational cultural and linguistic knowledge of a target-language area:
  - a. demonstrate knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs.
  - b. demonstrate knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture.
  - c. compare linguistic features of the target language with those of English.
  - d. compare the culture and society of the target-language area with one's own.
3. Demonstrate emerging intercultural competence:
  - a) demonstrate an awareness of the interplay of personal identity and culture.
  - b) interpret an event, cultural product, or issue from the perspective of a worldview outside their own.

## Minor Requirements

**Minor in German:** 18 hours, beginning at any level. One course in a cognate area (e.g., history, political science, philosophy) or up to 3 credits of experiential learning may be applied to the minor.

**101. BEGINNING GERMAN I 3 cr.** Introduction to German, with focus on developing communication skills in speaking, listening, reading, and writing at the novice-mid level. Students learn to ask and answer questions and share information about themselves, their families, and their daily activities. Open only to students with little or no previous study of German or by placement test. (Fall)

**102. BEGINNING GERMAN II 3 cr.** Prerequisite: GR 101, equivalent, or by placement test. Focus on developing communication skills in speaking, listening, reading, and writing at the novice-high/intermediate-low level. Students build their knowledge of German-speaking culture (e.g., tourism, transportation, and leisure activities), improve their communicative competence, and develop skills needed for various cultural settings. (Fall and Spring)

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. INTERMEDIATE GERMAN I, II 3 cr. each.** Prerequisite for 201: GR 102, equivalent, or by placement test; prerequisite for GR 202: GR 201 or equivalent. Focus on communication in speaking, writing, reading, and listening at the intermediate-mid to intermediate-high level, coupled with themes in German society (e.g., Berlin as capital city, geography, Germany since 1945, multiculturalism). (Fall: 201; Spring: 201 and 202)

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised study at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301-302. ORAL AND WRITTEN COMMUNICATION THROUGH POPULAR FORMS I, II 3 cr. each.** Introduction to popular culture (film, literature, music) with a focus on building oral and written proficiency. (Fall: 301, Spring: 302, both offered on demand only)

**396. EXPERIENTIAL LEARNING IN GERMAN STUDIES 1-3 cr.** Prerequisites: permission of instructor and chair. Directed experiential learning through an independent project or internship. May be repeated for a total of 3 credits.

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of German language, literature, or culture. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Rotating focus on a specific theme, genre, or era of German literature or culture. Topic announced in advance. May be repeated with a different topic.

**496. SENIOR THESIS 3 cr.** Prerequisites: permission of instructor and chair. 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.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of German language, literature, or culture. For advanced students. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** Occasional course on a special topic announced in advance. May be repeated with a different topic.



# Greek (GK)

Associate Professor: G. Compton-Engle; Assistant Professor: K. A. Ehrhardt

The program in Greek is offered by the Department of Classical and Modern Languages and Cultures.

## Major and Minor Requirements

For complete information on the major and minor in Classical Languages and Classical Studies, see page 177. For courses in Latin, see page 311.

**101. BEGINNING ANCIENT GREEK I 3 cr.** For students with no previous study of Greek or by placement evaluation by the coordinator of Classical Languages. Introduction to ancient Greek, the language of Socrates, Homer, and the New Testament, through study of the fundamentals of grammar and vocabulary. Emphasis on development of reading skills. (Fall)

**102. BEGINNING ANCIENT GREEK II 3 cr.** Prerequisite: GK 101 or by placement evaluation by the coordinator of Classical Languages. Continued study of ancient Greek language and culture through further acquisition of fundamental vocabulary, grammar, and syntax. Continued reading and discussion of passages. (Spring)

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**240. HOMER 3 cr.** Readings in Greek from the *Iliad* or *Odyssey*. Special attention paid to Homeric vocabulary and syntax, the composition of the epics, the Epic Cycle, and Homer's influence. May be repeated with the other Homeric poem. (Fall)

**280. READINGS IN THE NEW TESTAMENT 3 cr.** Readings from the Gospels, Pauline epistles, or other early Christian texts in Koine Greek. May be repeated with a different text. Focus on New Testament vocabulary and syntax. (Fall)

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study at the intermediate level. May be repeated with a different topic.



**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**310. GREEK PROSE AUTHORS 3 cr.** Readings in Greek from the works of selected Greek historians or philosophers, such as Herodotus, Thucydides, Xenophon, or Plato. (Spring)

**320. GREEK POETRY 3 cr.** Readings in Greek from epic and lyric poetry, such as Hesiod, the Homeric hymns, Sappho, or Apollonius. Includes a research paper. (Spring)

**330. GREEK DRAMA 3 cr.** Readings in Greek from the plays of one of the following: Aeschylus, Sophocles, Euripides, Aristophanes, or Menander. (Spring)

**340. TOPICS IN GREEK LITERATURE 3 cr.** Readings in Greek on a selected theme from Greek literature, such as the symposium, the figure of Socrates, or landscape in literature. Includes a research paper. (Spring)

**398. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study at the advanced level. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Supervised study on special topics. For advanced students. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.



# History (HS)

*Professors:* M. P. Berg, A. Kugler (Associate Dean), P. V. Murphy, J. H. Krukones (Associate Academic Vice President), D. Kilbride (Chair)  
*R. Hessinger; Associate Professors:* R. W. Purdy, M. Marsilli, J. M. McAndrew; *Assistant Professor:* M. Gallo

College-level history is not the memorization of dry facts and dates. It is much more than chronology — putting past events in chronological order to tell a story. Rather, it is a creative process that involves the critical interpretation of the past to answer important questions that deepen our understanding of the past and inform our activities in the present. Questions you might encounter in the classroom include: Why did the North win the U.S. Civil War? How have women contributed to political and cultural life in Japan? How do ordinary people become complicit in genocide? How have colonialism and imperialism shaped modern Latin America? At John Carroll, history involves discovering, researching, and learning more about your passion, but it also means discovering new interests and refining skills that will enable you to excel in any path you take after graduation.

Besides the specific learning outcomes listed below, John Carroll history majors will acquire an appreciation for the diversity of human experience. They will engage in serious reflection on questions of social justice and cultivate a competence in a particular area of study. Finally, they will develop an appreciation for the interdisciplinary nature of historical research and writing.

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.

Any single course within the program may emphasize one or more of the learning goals listed above. Students should start with one or more 200-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 advanced courses at the 300 or 400 level. Majors should take HS 300 (History as Art and Science) in the sophomore year and HS 490 (Senior Seminar) or 491 (Senior Thesis) in the senior year. A grade of at least “C” must be earned in HS 300 before a student may enroll in HS 490/491.

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 interest—and with an experiential learning component or internship—put themselves in excellent positions to enter careers in law, business, secondary education, social service professions, nonprofit organizations, or graduate study in history. The department participates in the following interdisciplinary programs: Catholic Studies; East Asian Studies; Modern European Studies; Peace, Justice, and Human Rights; and Women’s and Gender Studies.

**Program Learning Goals in History**

Students will:

- **Think critically:**
  - Assess the strengths and weaknesses of historical arguments.
  - Critically interrogate primary and secondary sources.
  - Employ these sources properly in fashioning their own historical arguments.
- **Research:** Become competent researchers who can discover pertinent primary and secondary sources.
- **Write:** Become effective writers who can clearly and elegantly express a complex, thesis-driven historical argument.
- **Speak:** Develop skills in public speaking and oral presentation.

**Major and Minor Requirements**

**Major in History:** 39 credit hours, at least 24 of which must be at the 300 and 400 levels. At least 20 hours must be taken in residence.

- History core: 18 credit hours (HS 201, 202, 211, 212, 300 and 490/491). Students must earn at least a grade of “C” in HS 300 to proceed to HS 490/91.
- Regional electives: 9 hours, all at the 300/400 level – one course each in the following three areas: United States; Europe; Asia, Africa, Latin America.
- General electives: 12 hours, at least 9 of which must be at the 300/400 level. Elective courses in the major should focus on a region or theme to be pursued in the Senior Seminar or Senior Thesis.

Students seeking licensure in secondary education should consult in timely fashion with the Department of Education and their academic advisor. These programs may entail work beyond the normal four years. Students in the Integrated Social Studies teaching licensure program must complete the following courses as part of their curriculum content requirements:

- HS 201, 202, 211, 212, 271, 300, 490/491.
- One course focusing on Global Studies (these are courses that are global in scope and not limited to a single geographic region).
- Two courses in non-western history (Asia, Africa, Latin America).
- Three 300- or 400-level electives that support a regional or thematic focus.

**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.

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## INTRODUCTION TO HISTORY COURSES

**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.

**201, 202. WORLD CIVILIZATION 3 cr. each.** **201:** earliest times to the sixteenth century; **202:** sixteenth century to the present.

**205. WOMEN IN ANCIENT GREECE AND ROME 3 cr.** Continuities and changes in the status and experiences of women in ancient Greece and Rome; examination of the relationship between democracy and gender and the lasting definitions of femininity that were developed out of these two particular cultural and historical contexts.

**208. HISTORY OF IRELAND 3 cr.** Surveys Irish history from the Neolithic era to the present with emphasis on the extended period of English control and independence movements. Topics of particular focus include nationalism, the use of constitutional strategies vs. violence to achieve ends, comparative consideration of Ireland's place within broader patterns of colonialism and post-colonial experience, The Troubles, and the peace process.

**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 end of Reconstruction to the present.

**216. 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.

**217. PROPHECY AND ORDER 3 cr.** Introduction to the history of Christian religious communities through an examination of the contributions of ascetic and apostolic figures who have acted as prophetic critics and strong supporters of the Church and the social and political structures of the world in which they lived. Study of the “desert fathers” and “desert mothers,” Western monasticism, the mendicant movement of the high Middle Ages, apostolic groups in the modern world, religious communities of women, and contemporary examples of non-traditional intentional communities.

**218. SAINTS AND SCOUNDRELS: THE JESUITS FROM RENAISSANCE TO REVOLUTION 3 cr.** Spirituality, intellectual life, ministry, and political involvements of the Jesuits from their origins in the Renaissance to the present day as seen in a global and historical context.

**220. REVOLUTIONARY EUROPE 3 cr.** Transformation in European society, government, economy, and culture during the French and Industrial Revolutions.

**225. 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.

**227. TWENTIETH-CENTURY GLOBAL HISTORY 3 cr.** Introduction to the major themes of twentieth-century history that have shaped our contemporary world.

**229. THE COLD WAR 3 cr.** Developments between 1917 and 1991 in U.S.-European and broader international perspectives. Circumstances at the end of World War II; alliance formation; the Korean War; censorship in East and West; Cold War influence on domestic political developments in NATO countries; official and dissident culture in Eastern Europe; the “Soviet” model in China, Cuba, and Vietnam; the role of the Middle East; arms race/arms control; collapse of Communist regimes and ramifications of post-Cold War arrangements.

**230. HUMAN RIGHTS 3 cr.** Survey of thinking on human rights from antiquity to the present, with special attention to the Universal Declaration of Human Rights and other post-1945 developments. Case studies may vary, but will generally include such key human rights concerns as slavery, humanitarian intervention, refugees and displaced persons, post-conflict reconstruction, human trafficking, torture, and the death penalty.

**231. PEACE BUILDING AFTER EMPIRE 3 cr.** Employs approaches from the fields of history and literature to examine the impact empire-building has had on societies that experienced (and, in some cases, continue to experience) sectarian conflict related to imperialism. Case studies might include, but are not limited to, South Africa, Northern Ireland, India, and Israel/Palestine.

**235. AFRICAN AMERICAN HISTORY 3 cr.** Overview of black experience from its West Africa roots, through slavery, and finally to freedom in modern America. Focus on leaders, movements, community, and race relations.

**236. NATIVE AMERICAN HISTORY FROM EUROPEAN CONTACT TO RESERVATIONS 3 cr.** History of the indigenous peoples of North America from first contact with European invaders in the seventeenth century until their last major battles against the Euro-Americans on the western Plains in the late nineteenth century. Focuses on the impact of cultural and biological exchange between Europeans and Indians, assessing the dynamics of disease, trade, and military conflict.

**237. HISTORY OF MEDICINE IN AMERICA 3 cr.** Surveys the art and science of healing from the colonial period through the present. Focus on the conception of the healing arts, the evolution of the hospital system, the shift to private insurance, the growth of scientific research, and the social implications of disease and treatment.

**238. ENVIRONMENTAL HISTORY OF THE UNITED STATES 3**

**cr.** Explores the complex relationship between Americans and their natural environment from colonial times through the present. Emphasizes key environmental transformations related to colonization, frontier settlement, industrialization, urbanization, suburbanization, and the growth of the environmental movement of the late 20<sup>th</sup> Century.

**239. THE UNITED STATES AND THE WORLD 3 cr.** Examines U.S. cultural and diplomatic relationships with the wider world from the colonial period through the present day. Topics include major traditions of U.S. foreign policy, the era through the contemporary period, and debates over the past and future status of the United States as an empire.

**240. SPIRITUAL AWAKENINGS IN EARLY AMERICA 3 cr.** An exploration of early American religious history, focusing on a time frame encompassing the two major religious revivals historians have referred to as the Great Awakening and the Second Great Awakening. Considers spiritual birth and rebirth within various communities, including white evangelicals, Native Americans, enslaved African-Americans, and the Mormons.

**241. FAMILY AND CHILDHOOD IN AMERICAN HISTORY 3 cr.** Exploration of changes in the roles for men, women, and children within the family over the course of U.S. history. Particular attention will be paid to changing power dynamics within the family; also, the variety of family forms across the cultural groups, comparing, for example, English to Native American, enslaved to master class, and immigrant to native-born families.

**245. UNITED STATES FOREIGN RELATIONS 3 cr.** Examines America's diplomatic, economic, military, and cultural relationships with other nations, with emphasis on the period from 1895 through the present.

**247. AMERICAN CONSERVATIVE MOVEMENTS 3 cr.** Discusses the principles and theories of American conservatism from 1920 to the present. Topics include the libertarian and traditionalist ideologies, the realignment of the two-party system in the 1960s, the Religious Right, and the rise of neoliberalism.

**248. LIVING HISTORY 3 cr.** Explores how historical figures are presented through first- and third-person interpretations at historic sites. Students immerse themselves in the life and culture of their chosen historical character using scholarly secondary and primary-source research to create interpretative presentations.

**249. MATERIAL CULTURE 3 cr.** Investigates the objects Americans create and keep in relation to how they reflect our values, ideas, attitudes, and assumptions. Explores the use of material culture as an investigative technique in historical studies.

**250. WOMEN IN UNITED STATES HISTORY 3 cr.** Survey of U.S. women's history from the colonial period to the present day. Women's political activism and involvement in social movements; the influence of race and class upon the experience of womanhood; the significance of gender, the body, and sexuality in U.S. history.

**252. ATLANTIC WORLD, 1701-1900 3 cr.** Economic, social, and demographic impact of the interactions between Native American, West African, and Western European cultures in the New World from 1701 to 1900. Topics include the slave trade; the plantation complex and slavery's abolition; the development of the French, Spanish, Portuguese, Dutch, and British colonies; Indian-European relations; and the age of revolutions.

**253. THE OLD SOUTH 3 cr.** Development of the slaveholding regions of the U.S. 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.

**254. OHIO HISTORY 3 cr.** Explores Ohio's history and culture from its prehistoric beginnings to the present, with emphasis on the development of issues still evident in contemporary Ohio and connections to how this heritage is portrayed at historic sites.

**255. THE MIDDLE COLONIES AND OHIO VALLEY 3 cr.** Examines the early history of the Mid-Atlantic coast and its Appalachian backcountry, from the earliest colonial days to the founding of the new American republic. Investigates the region's political evolution; its struggles over land and religion; evolving mix of ethnicities and racial divides; and the varying opportunities for Mid-Atlantic and Midwestern men and women of different social backgrounds.

**256. TRAILS WEST 3 cr.** Explores frontier migration from the Atlantic seaboard and Appalachians across the Trans-Mississippi West. Focuses on historic issues, including cultural diversity, environmental responsibility, gender roles, and social consciousness. Investigates how we preserve and portray this heritage today.

**257. 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.

**258. 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.

**259. OHIO ENVIRONMENTAL HISTORY IN CONTEXT 3 cr.** Ohio's environmental history, from earliest Native American settlement to the present, examined within the wider context of American and global environmental history.

**270. INTRODUCTION TO LATIN AMERICAN HISTORY AND CULTURE 3 cr.** Surveys the main topics of Latin American history down to the present, emphasizing native peoples, gender roles, military dictatorships, and human rights.

**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.

**275. LATIN AMERICAN DICTATORSHIPS: GLOBALIZATION, U.S. FOREIGN POLICY, AND HUMAN RIGHTS 3 cr.** Introduction to military-run regimes in Latin America as a way to understand the global influences at work in the area. The impact of dictatorships on human rights, as well as of the multi-layered responses by civil societies to cope with state-run terrorism. Impact of U.S. foreign policy in Latin America.

**277. THE EMPIRE OF PAPER: THE SPANISH COLONIAL EXPERIENCE THROUGH LITERARY SOURCES 3 cr.** Explores Spanish colonialism (1500-1800) in Latin America and Asia using literary texts as primary sources. Discusses issues of (self) representation, dominance, hegemony, and the construction of identity/ethnicity.

**279. PRE-MODERN EAST ASIAN HISTORY 3 cr.** China, Japan, and Korea from their pre-historic origins to the mid-nineteenth century. The contribution of their cultural foundations and traditions to modernization and the impact of their historical 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.

**281. CONTEMPORARY EAST ASIAN HISTORY 3 cr.** The political, social, economic, cultural, and foreign relations of China, Japan, and Korea since the Second World War. Emphasis on the connection between contemporary issues of East Asia and their historical and postwar antecedents.

**283. JAPANESE POPULAR CULTURE 3 cr.** Focuses on the culture of ordinary Japanese—their interests, lifestyles, consumption, activities—rather than those of the elites. Covers the period from the 17<sup>th</sup>-century Tokugawa Era to present day.

**285. AFRICAN HISTORY THROUGH AUTOBIOGRAPHY 3 cr.** Introduction to the study of modern African history through the lives of both ordinary people and national figures. Examines autobiographical writing as a means for understanding the political, cultural, social, and economic contours of life in several post-colonial African nations.

**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. HISTORICAL METHODS 3 cr.** Exploration of history as a way of knowing and communicating the past; historiography, research, and writing methodology; developing a historical perspective.

**301. TOPICS IN ANCIENT GREEK HISTORY 3 cr.** Introduction to Greek history through consideration of primary sources (e.g., historical documents, material culture, literary texts). Topics may focus on a period or theme in Greek history between the Bronze Age and the incorporation into the Roman empire.

**302. TOPICS IN ROMAN HISTORY 3 cr.** Introduction to Roman history through consideration of primary sources (e.g., historical documents, material culture, literary texts). Topics may focus on a period or theme from the Roman Republic and/or Empire.

**305. ROME: CITY OF EMPERORS, POPES, AND SAINTS 3 cr.** History and culture of the city of Rome from the classical and imperial age to the sixteenth century. Focus on the institutions and historical figures that have been prominent in the shaping of the city and its history. Highlighted by a one-week, on-site learning tour of Rome during spring break.

**307. HISTORY OF THE POPES 3 cr.** History of the popes, and the papacy as an institution, from the origins of Christianity in Rome in the first century to the present. Topics include: the Romanization of Christianity under papal leadership; the growth of papal power both theological and administrative in Late Antiquity and the Middle Ages; the challenge of the Reformation to papal power and self-understanding; and the challenge of modernity to the papacy.

**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 3 cr.** Political, social, cultural, and economic developments in Western Europe, particularly industrialization, democratization, and imperialism from the end of the French Revolution to the eve of World War I.

**326. TWENTIETH-CENTURY EUROPE 3 cr.** Political, social, and economic developments from approximately 1900 to the post-9/11 era. Emphasis on the impact of the world wars, right and left radical regimes, the Cold War, 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 methods of assessing them; comparison of visual and 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, the U.S., and elsewhere since 1945.

**343. SLAVERY AND ABOLITION 3 cr.** Development of African slavery in the Western hemisphere in the early modern period. 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 3 cr.** Overview of the development of the American armed forces and their role in society. The place of war in U.S. history; professionalization of the military; analysis of battlefield experience.

**360. WORLD WAR TWO 3 cr.** The causes, conduct, and consequences of the Second World War from a global perspective. In addition to the general study of land and naval operations and tactics, special attention will be given to the war's impact on civilian populations, the lot of the common soldier, generalship, unrestricted submarine warfare, and the strategic bombing offensives.

**365. VIETNAM WAR 3 cr.** The origins, conduct, and consequences of the American phase of the Vietnam War. The period 1945-1975 will be viewed from the perspective of the U.S., the North Vietnamese and the South Vietnamese. The course theme is based on a question that still puzzles and even haunts many people today: "How did the United States win every major battle and yet lose the war?"

**368. BORDERLANDS IN WORLD HISTORY 3 cr.** Examines borderlands in various regions and times, with a special focus on early modern settler colonies. Considers political, cultural, social, and economic interactions between the peoples on the edge of empires.

**371. OUR UNRULY DAUGHTERS: WOMEN AND THE CATHOLIC CHURCH IN EARLY MODERN SPAIN AND LATIN AMERICA 3 cr.** Focuses on the relationship between women and the Catholic Church in early modern Spain and colonial Latin America. Includes women who found an intellectual shelter in the Church, as well as those in trouble with the Inquisition because of religious deviance.

**372. RACE AND GENDER IN LATIN AMERICA 3 cr.** Considers the role of women (European, black, and Indian) and different ethnic groups (whites, Indians, and peoples of African descent) in the making of Latin American history. Special attention is paid to the socially-based construction of ethnicity.

**381. JAPANESE HISTORY 3 cr.** Development of Japanese culture, society, politics, and economics from prehistory to modern times.

**382. CHINESE HISTORY 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.

**414. THE CATHOLIC EXPERIENCE 3 cr.** The capstone course for the minor in Catholic Studies that requires students to examine major issues in the Catholic intellectual tradition in a historically critical way. An underlying issue is the development of doctrine. Open to students enrolled in the Catholic Studies minor.

**415. EARLY MODERN FRANCE 3 cr.** Development of the French monarchy from Francis I to Louis XV; the effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment on French society.

**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.** Eighteenth-century society and culture; liberal and radical revolutions; impact on Europe and the world.

**420. WOMEN AND GENDER IN MODERN AFRICA 3 cr.** Investigates the construction of gender within several modern African societies; the effect of religion, social customs, and economic conditions on women's lives; women's impact on political systems, from local activism to national governance; sexuality in modern Africa.

**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 mideighteenth 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 U.S. from the beginning of constitutional government to the election of Jackson.

**436. ANTEBELLUM U.S. 3 cr.** U.S. 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.

**438. THE CIVIL WAR AND RECONSTRUCTION 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.

**441. AMERICA IN THE 1960S 3 cr.** Attempts to make sense of the 1960s, the most polarizing and turbulent decade of the twentieth century. Major issues and events include the civil rights movement, the Vietnam War, the New Left, the resurgence of conservatism, and urban unrest.

**442. AMERICA IN THE 1970S 3 cr.** Traces the major transformations of American politics, culture, and society from roughly 1968 through the aftermath of the 1980 election. Major points of emphasis include American foreign policy, race relations, economy, culture, and politics .

**443. MODERN AMERICAN WOMEN'S HISTORY 3 cr.** The cultural, political, economic, and social challenges confronted by women in the United States from the early 20<sup>th</sup> century to the present day. Explores contemporary feminist thought, gender studies, and queer theory.

**444. 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.

**446. CAPTIVITY IN THE EARLY MODERN ATLANTIC WORLD 3 cr.** Explores varieties of captivity on both sides of the Atlantic, including slavery, prisoners of war and civilian war captives, criminals convicted to service on war galleys, and other experiences.

**448. HISTORY OF FOOD 3 cr.** Considers the social and cultural effects of the consumption and production of food. The American food history is placed within a wider global context.

**449. HISTORY OF PIRACY 3 cr.** Explores the cultural and social history of piracy. Topics include ancient, early modern, and modern piracy in a variety of settings, from the Mediterranean to the Caribbean to the Indian Ocean.

**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 280 or 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 postMao era. (HS 280 or 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 nations of the Northern and Western Pacific.

**464. GENOCIDE AND WAR CRIMES 3 cr.** Examines the period from the First World War to the present. Close study of the evolution of international understanding of genocide, crimes against humanity, and human rights violations through selected case studies. Focus on social, political, economic, and cultural factors in the perpetration of atrocities. Development of human-rights protections and adjudication; also, the potential for reconciliation.

**473. NAZI GERMANY: ORIGINS, STRUCTURES, CONSEQUENCES 3 cr.** 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 since 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. Peaceful revolution in 1989, reunification, 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.

**477. CHE GUEVARA: THE MAN, THE ICON, HIS TIMES 3 cr.** The life and accomplishments of Ernesto "Che" Guevara in the context of Cold War U.S. and Latin American foreign relations, colonialism, and social justice ideals.

**486. RUSSIA: KIEVAN, MUSCOVITE, IMPERIAL 3 cr.** The major stages of pre-Soviet Russian history. Territorial expansion, creation of tsarist autocracy, socioeconomic development, and modernization, culminating in the Revolution of 1905.

**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 postSoviet developments, including the rise of Putin.

**490. SENIOR SEMINAR 3 cr.** Prerequisites: HS 261 and five additional courses in the major. The culminating experience of the history major, requiring students to demonstrate historical skills through common readings, class discussion, and written assignments.

**491. SENIOR THESIS 3 cr.** Prerequisites: HS 261, five additional courses in the major, and permission of chair. Individual research project developed and written in consultation with appropriate department member. Typically restricted to students with a 3.5 GPA overall. Especially recommended for students pursuing graduate study in history.

**495/497. SPECIAL TOPICS 13 cr.** Topics: **495:** American; **496:** European; **497:** Asian, African, or Latin American. Specific title and number of credits announced in the semester course schedule.

**498. INTERNSHIP 1-6 cr.** Prerequisites: 2.7 average in history courses and permission of chair; open to majors only. 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.

**499. INDEPENDENT STUDY 1-3 cr.** Prerequisites: permission of project advisor and department chair. Directed reading or individual research.



# Honors Program (HP)

The Honors Program provides a community for high-achieving undergraduates at John Carroll. It sets four goals for its curriculum, striving for each of its graduates to be able to:

1. Engage in critical and integrative thinking.
2. Apply the knowledge and skills of one or more disciplines to ask and answer questions effectively.
3. Engage in active learning.
4. Communicate eloquently and effectively.

The first, second, and fourth Honors Program curriculum goals particularly support the University learning goals related to developing students' "integrative knowledge of human and natural worlds," "habits of critical analysis and aesthetic appreciation," and skillful communication "in multiple forms of expression," respectively. The third Honors Program curriculum goal is unique to the program.

The Honors Program offers a curriculum specially designed around high-impact pedagogies that suit outstanding students. The three components of the curriculum include Honors-specific Core courses (the "Honors Core"), an individualized sequence of goal-oriented experiences (the "Honors Pathway"), and a mentored research project (the "Honors Capstone").

Entering first-year students who qualify based on high school records, including grade-point average, standardized test scores, strength of high school curriculum, demonstrated writing skills, and co-curricular engagement may be invited to apply by the director of the Honors Program, but any prospective student may apply for admission into the program.

Students who have completed at least one semester at John Carroll, and transfer students who have an outstanding academic record, may also apply for admission to the program. Interested students should contact the Honors Program director for details of the admission process and visit our website at <http://sites.jcu.edu/honors>.

Once admitted to the program, students are expected to maintain active participation in its activities and to demonstrate a commitment to high academic standards and intellectual growth. Progress towards completion of honors requirements will be subject to annual review.

**Honors Program Requirements.** To graduate from the Honors Program, honors students must satisfy the following requirements.

1. **The Honors Core.** Includes HP 101 (see description below), and Honors-specific sections of TRS 101: Introduction to Theology and Religious Studies; CO 125: Speech Communication; and AR 101: Advising. These courses are open to Honors students only and are identified with an "H" after their course numbers.

2. **The Honors Pathway.** Students work with advisors and the Honors Program director to identify, meet, and reflect on experiences that fulfill the Honors Program goals and support individual students' discernment process. For more information, please visit <http://sites.jcu.edu/honors>.
3. **The Honors Capstone.** Includes HP 348, HP 349, and HP 450. See descriptions below. Three-credit departmental capstone may apply toward HP 450 with director's approval. Students design, complete, and disseminate an independent research project with a faculty advisor and submit it to the Honors Program for approval. All Honors Program students must complete HP 348 and HP 349 before they may enroll in HP 450 or its departmental equivalent. Guidelines for procedures are available online and from the director.
4. **Superior Scholarly Achievement.** Students must show an overall record of superior scholarly achievement, usually demonstrated by a GPA of 3.5 or higher.

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 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 may create their own majors (e.g., bioethics, history of world religions, Japanese studies, 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 also must be approved by the director of the Honors Program and the appropriate dean.

Further details about Honors Program requirements and privileges are available from the director of the Honors Program or its website (<http://sites.jcu.edu/honors/>).

**101. HONORS COLLOQUIUM. THE LIFE OF THE MIND 3 cr.** Exploration of the Honors Program curriculum goals, with particular emphasis on how, where, and why we learn. Fulfills foundational competency requirement in composition (EN 125). Taken in the fall semester of the first year. Required 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 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.

**299. HONORS INTERNSHIP 1 cr.** Planning, coordinating, and evaluating Honors Program-sponsored experiential learning and community-building activities in Cleveland and nearby areas. Commitment of 50 hours of activities for the semester expected. Students submit a final paper documenting and evaluating their activities and making recommendations for future Honors programming. May be taken for credit a maximum of two times; credit does not apply toward any specific degree requirements.



**300. HONORS SPECIAL TOPIC SEMINAR 1-3 cr.** Interdisciplinary seminar that focuses on a particular topic not ordinarily covered by established departmental seminars or courses and draws on relations among a variety of fields. Subject announced in the semester schedule.

**348. HONORS CAPSTONE: RESEARCH EXPLORATIONS 2 cr.** Required of all Honors Program students. Prerequisite for HP 349. Junior status required. Focuses on how research is conducted in students' chosen academic discipline. Prepares students to develop and appropriately address a discipline-specific research question for their Honors Capstone. Students must earn a C+ or better in HP 348 in order to enroll in HP 450 or equivalent.

**349. HONORS CAPSTONE: PROJECT DEVELOPMENT 1 cr.** Prerequisite: HP 348. Required of all Honors Program students. Prerequisite for writing HP 450 or equivalent. Must be completed in the semester before students enroll in HP 450 or departmental equivalent. Depending on the major and recommendations of the faculty advisor and director of Honors Program, the course is taken in spring of junior or fall of senior year. Approval of the advisor and director of the Honors Program required for registration. Focuses on completion of research proposal or preliminary research report for the Honors Capstone. Students must earn a C+ or better in HP 349 in order to enroll in HP 450 or equivalent.

**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.

**391. HONORS INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Independent study of a specific topic, approved by the director of the Honors Program.

**450. HONORS CAPSTONE: COMPLETION AND DISSEMINATION 3 cr.** Prerequisites: HP 348 and HP 349. Independent study project under the direction of a faculty advisor. Approval of the advisor, the director of the Honors Program, and the appropriate dean 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.

# Human Resource Management (HR)

*Assistant Professors:* R. F. Miguel, A. M. Dachner

The human resource management major (HR) provides students with the in-depth knowledge necessary to assist organizations in the effective utilization of employee skills and talents. Its overall goal is developing an intensive understanding of the concepts and techniques needed to acquire, cultivate, and utilize an organization's human resources. HR management students develop skills related to the recruitment, selection, training & development, and retention of organizational talent, along with employee performance management, workforce planning, compensation administration, the facilitation of organizational change, and the application of employment law. The major also strengthens skills related to applied research, logical reasoning, and verbal and written communication. Ultimately, the HR management major provides students with skills and knowledge that are relevant to the current and future needs of organizations.

The HR management major is best suited for those who have a strong interest in the human element of organizations and how it can contribute to organizational success. This prepares graduates for positions in almost every business, government, and non-profit enterprise. The major is designed primarily for students who intend to pursue careers in the HR field, including positions such as human resource specialists, generalists or managers, talent management specialists, benefits administrators, compensation analysts, human resource information systems analysts, organizational development specialists, HR directors, training managers, recruiters, and employee relations managers. HR-related careers involve a shared emphasis on leading employees and coworkers toward common goals, worker empowerment and productivity, and organizational excellence.

## **Program Learning Goals: Undergraduate Human Resource Management Major**

The JCU Boler HR Management major learning goals are based on the competency model of the Society for Human Resource Management (SHRM). This model is supported by a content validation study. Three SHRM competencies heavily overlapped with the Boler learning goals and were therefore not included as specific learning goals for the HR major (i.e., Communication, Ethical Practice, and Global & Cultural Effectiveness).

- Knowledge of critical human resource functions, including strategy, recruitment, staffing, employment law, training & development, and employee and labor relations.
- Ability to build trusting relationships with project stakeholders.
- Ability to apply creative problem-solving to address HR needs.

- Ability to demonstrate behaviors consistent with organizational or group objectives.
- Skills required to analyze HR challenges in order to offer solutions based on best practices and research

### Requirements

**Major in Human Resource Management:** A total of 67-70 credit hours as described below.

**Business Core:** 40-43 credit hours, including MN 461.

**Major Courses:** 27 credit hours. PS 101, HR 352, HR 353, HR 370, HR 373, HR 376, HR 495, and any two of the following elective courses: HR 405, HR 498, BI 383, MN 395, and PS 459.

**Professional Experience:** Majors must have relevant professional work or volunteer experience prior to graduation. This requirement must be satisfied by completing HR 401.

**352. HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisite or corequisite: MN 325 or PS 359. 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 resource management.

**353. EMPLOYEE AND LABOR RELATIONS 3 cr.** Prerequisite or corequisite: HR 352 or PS 359, or permission of chair. Study of key employment relationships in both union and non-unionized environments. Topics include work place conflict resolution, performance management, and employee recognition; institutional aspects of collective bargaining and contract administration; theoretical and experiential perspectives on negotiation; and fair employment practices in a globalized world.

**370. STAFFING 3 cr.** Prerequisite: HR 352 or PS 359, or permission of chair. Issues and practices related to corporate acquisition of human resources, including HR planning, job analysis, recruitment, selection strategies and practices. Emphasis on designing and analyzing practices that maximize utility, return on investment, and government regulation compliance.

**373. TRAINING AND MANAGEMENT DEVELOPMENT 3 cr.** Prerequisite or corequisite: HR 352 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 needs assessments, learning styles, implementation and evaluation of training, training techniques, techniques for managerial skill development, improved job performance and productivity, and calculating training return on investment. As a project, students create and conduct a training program for fellow students.

**376. COMPENSATION 3 cr.** Prerequisite: HR 352 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.

**401. PROFESSIONAL EXPERIENCE 0 cr.** Prerequisite: permission of instructor. Verifies that an HR major has completed the professional work experience requirement. Prior to starting work (whether in an internship, part-time job, or volunteer opportunity), the student should seek pre-approval from the instructor and only then may register for this course. A student will receive a passing grade only after the work experience requirement has been satisfied and approved by the department chair or instructor.

**405. CURRENT ISSUES IN HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisite: HR 352 or PS 359, or as announced. In-depth coverage of selected contemporary issues in HR management. Topics may include international HR management; HR development; employee benefit planning; occupational safety, health, and security; corporate sustainability; negotiation; HR information systems; employment law.

**495. ADVANCED HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisites or corequisites: HR 370 and HR 376 and senior standing, or permission of chair. Discussion of advanced topics in HR management. Topics include HR strategy, organizational development, ethics, sustainability, corporate/social responsibility, global HR, role of the HR professional as internal consultant, change management, mergers, acquisitions, reductions in force, and trends in HR. Focus on strategies for self-management, team building, and delegation. A project is required.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: overall GPA of 3.0 or higher, and permission 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 human resource management, establishes goals, and develops a plan of study that must be approved by the chair and filed with the dean's office. Consult the chair for department guidelines established for such study.

# Humanities

*Professors:* L. A. Koch, L. S. Curtis; *Associate Professors:* G. B. Guest, B. Liu

Working in concert with an advisor, students can design their own Humanities major curriculum to match their interests in past or present human cultures. This major is administered by the Department of Art History and Humanities. Course work is derived from the disciplines of art history, literature, history, theology and religious studies, and/or philosophy. Inquiries may be directed to the chair of the 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 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, 19<sup>th</sup>-century studies, 20<sup>th</sup>-century studies, global 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. In addition, it 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, business, and professional studies. Selection of courses should be made in consultation with the chair 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 consult the *Graduate Studies Bulletin*.

## **Program Learning Goals in Humanities**

Students will:

1. Recognize and understand major artists and monuments of world art, and be able to identify the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to make comparisons across cultures and time periods, leading to an understanding of art and culture within a global context.
2. Demonstrate a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields.
3. Integrate the knowledge of various Humanities disciplines in a unique fashion by creating, with the supervision of a faculty advisor, a self-designed major that integrates course work from the following areas: art history, literature, history, theology and religious studies, and/or philosophy.
4. Engage with the curatorial and institutional dimensions of art collections and exhibitions by studying at local cultural institutions, including the Cleveland Museum of Art and the Cleveland Museum of Contemporary Art.
5. Be able to locate, interpret, and analyze primary and secondary sources relevant to solving research problems in the visual arts.
6. Recognize, understand, and apply critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives.



## Major and Minor Requirements

**Major in Humanities:** 33 credit hours, 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, Theology and Religious Studies, and/or Philosophy.

To insure interaction of the various disciplines listed above, at least 18 of the 33 hours will be focused in an area of scholarly interest such as medieval and Renaissance studies, 19<sup>th</sup>-century studies, 20<sup>th</sup>-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 Integrative Core and the humanities major requirements 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. Students must assemble a capstone portfolio to complete the Humanities major.

**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, 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, Theology and 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, 19<sup>th</sup>-century studies, 20<sup>th</sup>-century studies, American studies, French studies, Asian studies, classical studies, or some other theme designed by the student.

# International Business with Language and Culture (IB)

*Professors:* J. H. Martin, P. R. Murphy, Jr., W. O. Simmons; *Associate Professors:* L. R. Cima, S. K. Kahai, L. G. Ferri; *Assistant Professors:* Y. Wu, A. Randrianasolo

International business focuses on the challenge of solving business problems within international contexts. The International Business with Language and Culture (IBLC) major prepares students to meet this challenge. Through a combination of demanding courses and international and domestic experiential activities, the major attracts students seeking to develop the ability to lead and to serve in the global business environment.

Becoming men and women for others through global engagement is fundamental to the mission of John Carroll. Including language and culture studies with the study of international business is an excellent way to develop that sense of engagement.

In business, language fluency and cultural expertise are no longer simply attractive competencies. They are critical for leadership in organizations. In an increasingly competitive world economy, a proficiency in a second language and culture is crucial to excel in the commerce, politics, and society of today's global marketplace.

Through a combination of curricular and experiential activities, the IBLC major prepares students for a wide variety of exciting career opportunities. To pursue careers in international business, students may focus their course work and internship experiences on one of at least three general areas: international marketing (analysis, development, and promotion), international logistics and supply chain management, and international financial management.

Combining language and culture with business in both course work and experiential activities produces students who are well prepared for the unique challenges and problems encountered in international business. In addition to the language, culture, and international business knowledge gained, employers recognize and value the added skill sets acquired and demonstrated through this major, such as adaptability, flexibility, tenacity, and problem-solving. Graduates of this major successfully pursue careers across a wide variety of industries and locations.



## Program Learning Goals: Undergraduate International Business with Language and Culture major

Students completing the major will acquire:

1. Proficiency in a second language and culture.
2. An understanding of, and, appreciation for, cultural variations in behaviors and values.
3. The ability to analyze international business contexts (e.g., markets, financial arrangements, currencies, transactions).
4. The ability to analyze change, risk, and uncertainty, and how change will affect the performance of people, products, and organizations across cultures.
5. The ability to adapt to different cultures and the flexibility to tackle organizational challenges in a different cultural milieu.

### **Major and Minor Requirements**

**Major in International Business with Language and Culture:** In addition to completing the University Integrated Core, a total of 60-78 credit hours is required as described below.

**Language and Culture: 0-18 credit hours.** Proficiency in a second language typically demonstrated by satisfactorily completing the 301-302 series of language classes is required. This may add up to 12 additional hours of language courses depending on the student's language preparation prior to coming to John Carroll. Six credit hours of country-specific culture classes are also required. The country-specific classes may be counted toward University Integrated Core requirements, when feasible.

**Business Core:** 43 credit hours, including MN 461.

**Major Courses:** 21 credit hours. IB 301, IB 302, IB 303, IB 495 plus three pre-approved international business courses to be taken during the student's semester abroad. In addition, IB 490 (0 credit) and IB 491 (0 credit) must be completed for the internship requirements of the program.

**Experiential Requirements:** This major requires a study-abroad semester in a country of the student's language of study, typically during the spring semester of the junior year. Students must apply through the Center for Global Education by the deadline prior to the semester of study abroad, and the location must be approved by the IBLC co-director(s). The student is also required to engage in two pre-approved internships: first, with an organization in the study-abroad country (or another country that uses the student's language of study); second, with an organization in the U.S. that conducts business in that country.

**Additional Requirement:** Students must maintain a minimum GPA of 2.5 overall and for their business courses in order to fulfill the study-abroad semester requirement and to graduate with a major in IBLC.

**301. CULTURE AND CHANGE 3 cr.** Prerequisites: EC 201-202. Uses a historical and behavioral lens to analyze how culture can affect economic, social, political, and organizational change, and how these changes can affect different cultures. Major historical changes and their consequences in shaping culture are explored and related to contemporary societies. Should be taken in the fall semester of junior year.

**302. INTERNATIONAL TRANSACTION INSTRUMENTS AND PROCESSES 3 cr.** Prerequisite: FN 312. Covers the financial and logistical aspects of international transactions. Topics may include international trade agreements, foreign currency and exchange rates, exchange rate risks and uncertainties, investment in international markets, credit and transaction instruments, international commercial terms, import and export documentation, freight forwarding, subsidies and tariffs, and security issues. Should be taken in senior year.

**303. UNDERSTANDING INTERNATIONAL MARKETS 3 cr.** Prerequisite: MK 301. Explores the physical, cultural, competitive, and behavioral structure of markets and how they vary across international boundaries. Also covers some of the important regulatory issues that vary across countries and how those issues can affect business decisions in different countries. Should be taken in senior year.

**304. ISSUES IN INTERNATIONAL ECONOMICS I 3 cr.** Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university, but will transfer back as this course. Covers fundamental issues in international economics.

**305. SPECIAL TOPICS IN INTERNATIONAL BUSINESS I 3 cr.** Prerequisite: determined by study-abroad university. One of 3 pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by study-abroad university but transfer back as this course. Covers fundamental issues in international business.

**306. ISSUES IN INTERNATIONAL FINANCE I 3 cr.** Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers fundamental issues in international finance.

**307. ISSUES IN INTERNATIONAL MANAGEMENT I 3 cr.** Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers fundamental issues in international management.

**308. ISSUES IN INTERNATIONAL MARKETING I 3 cr.** Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers fundamental issues in international marketing.

**309. ISSUES IN INTERNATIONAL BUSINESS ENVIRONMENTS I 3 cr.**

Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. Specific course will be titled by study-abroad university but transfer back as this course. Covers basic issues in international business environments.

**404. ISSUES IN INTERNATIONAL ECONOMICS II 3 cr.** Prerequisite:

determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers advanced issues in international economics.

**405. SPECIAL TOPICS IN INTERNATIONAL BUSINESS II 3 cr.**

Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers advanced issues in international business.

**406. ISSUES IN INTERNATIONAL FINANCE II 3 cr.** Prerequisite: determined by studyabroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers advanced issues in international finance.

**407. ISSUES IN INTERNATIONAL MANAGEMENT II 3 cr.** Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers advanced issues in international management.

**408. ISSUES IN INTERNATIONAL MARKETING II 3 cr.** Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers advanced issues in international marketing.

**409. ISSUES IN INTERNATIONAL BUSINESS ENVIRONMENTS II 3 cr.**

Prerequisite: determined by study-abroad university. One of three pre-approved electives to be taken during the required study-abroad semester. The specific course will be titled by the study-abroad university but transfer back as this course. Covers advanced issues in international business environments.

**490. INTERNATIONAL PROFESSIONAL EXPERIENCE 0 cr.** Prerequisite: permission of instructor. A 0-credit course verifying that an IBLC major has fulfilled the international professional work experience requirement. Prior to starting work, the student should seek pre-approval from the instructor and only then may register for this course. A student will receive a passing grade for the course only after the work experience requirement has been satisfied and approved by the instructor. Pass/Fail.

**491. U.S.-BASED INTERNATIONAL PROFESSIONAL EXPERIENCE 0**

**cr.** Prerequisite: permission of instructor. A 0-credit course verifying that an IBLC major has fulfilled the U.S.-based international professional work experience requirement. Prior to starting work, the student should seek pre-approval from the instructor and only then may register for this course. A student will receive a passing grade for the course only after the work experience requirement has been satisfied and approved by the instructor. Pass/Fail.

**494. SEMINAR IN INTERNATIONAL BUSINESS 3 cr.** Prerequisite: IB 301 or as announced. Study of contemporary issues in international business not covered in-depth in other courses. Specific topic, method of presentation, and requirements are designated by the seminar leader.

**495. BUSINESS PROBLEM SOLVING ACROSS CULTURES 3 cr.**

Prerequisite: IB 301. The capstone course of the IBLC major. Students are confronted with a series of problems that they solve initially for a company in the U.S., and then for a company abroad. Emphasis is on how the solutions need to change as a function of culture. Should be taken in spring semester of senior year.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: overall GPA of 3.0 or higher, and permission of program director and faculty member. Research project supervised by a faculty member of the Boler School of Business willing to act as advisor. The student selects an aspect of international business, establishes goals, and develops a plan of study. The plan must be approved by the program director and filed with the dean's office. Consult the program director for guidelines established for such study.



# International Cultures (IC)

International Cultures designates a body of courses offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department and a list of department faculty, see page 173.)

These courses are aimed at providing a cross-cultural approach to understanding today's multicultural world. They involve art, film, popular culture, historical perspectives, and literature. Most courses fulfill Division II and special designations (especially R, S, and L) in the outgoing University Core Curriculum while others fulfill requirements in the new Integrative Core Curriculum.

The courses listed below are chronologically arranged according to cultural areas (e.g., courses on East Asia are numbered 120-129, 220-229, 320-329). For courses in classical cultures and languages (CL), see page 177 under Classics.

Generic: 100-109, 201-209, 301-309, 401-409

Africa: 110-119, 210-219, 310-319

East Asian: 120-129, 220-229, 320-329

Eastern European: 130-139, 230-239, 330-339

Francophone: 140-149, 240-249, 340-349

Germanic: 150-159, 250-259, 350-359

Italian: 160-169, 260-269, 360-369

Spanish-speaking: 170-179, 270-279, 370-379

**Note: All International Cultures courses are taught in English.**

## International Cultures I

**109. THE GLOBAL COMMUNITY AND SOCIAL JUSTICE 3 cr.** Focuses on issues of “deculturalization,” colonization, diversity, oppression and poverty that impact the daily lives of individuals in communities around the world; special emphasis on developing nations. Parallel studies of same issues with regard to immigrants and other marginalized populations in the U.S. Students acquire communicative and cultural skills necessary to promote social justice in a global environment.

**120. JAPANESE CULTURE AND SOCIETY 3 cr.** Contemporary Japan viewed from diverse perspectives: religion, businessmen and women, educational system, food, urban and rural areas, traditional and new cultural phenomena, traditional and contemporary dramas, “serious” literature and “*manga*” (comic books and graphic novels), high culture and mass culture.

**122. JAPANESE CULTURAL ART FORMS 1 cr. each 122A JAPANESE SWORDSMANSHIP: KENDO** Martial art combining mind, body, spirit training, and cultivation of one's character through controlled matches governed by strict rules of etiquette and conduct, non-lethal instruments, traditional clothing, and protective equipment. **122B JAPANESE CALLIGRAPHY** "The way of writing," unlike its Western counterpart, an art form widely practiced by people of all ages and all walks of life in Japan. **122C JAPANESE IKEBANA** Traditional flower arranging based on ancient rules and spiritual practices that include harmony with nature and the use of organic materials. Any combination of courses (A, B, or C) may be repeated for up to 4 credits.

**128. CHINESE CULTURE AND SOCIETY 3 cr.** Introduction to China, including its peoples, customs, cultures, history, geography, cities, demographics, economy, languages, and government. (Does not meet Core language requirement.)

**129. CHINA THROUGH FILM 3 cr.** Exploration of China through its cinematic representation of the Chinese people who lived through and/or reflected back on the often tumultuous events of their culture and history. Background readings and documentaries provide a basic historical and geographic narrative. Class discussions focus on Chinese representations of cultural, social, and political change over the centuries.

**140. FRANCE TODAY 3 cr.** Emphasis on understanding French culture and society together. Topics include historical influences 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.

**141. ROMANCING A CITY: PARIS THROUGH ART, FILM, AND LITERATURE 3 cr.** The heritage of Parisian architecture, painting, music, film, and literature as they reflect life through the centuries.

**145. FASHION IN FRENCH LITERATURE AND THE ARTS 3 cr.** How clothes relate to culture and social interactions, as well as national, religious, and ethnic identities.

**146. THE FRENCH IN THE AMERICAS 3 cr.** A literature and culture course in three parts: part I – North America, primarily French-speaking Canada; part II – North America, with emphasis on New England and Louisiana; part III – the French Caribbean, with emphasis on Haiti and Martinique, the impact of slavery, legacy of colonialism, and diversity. Novels and epistolary literature; media; class discussion; individual and paired projects.

**160. ITALY TODAY 3 cr.** Historical and cultural background of modern Italy. Emphasis on themes such as immigration, women in politics, and the reasons for Italy's zero birth rate.

**162. ITALIAN AMERICAN CULTURE AND CIVILIZATION 3 cr.** The Italian American experience from the late nineteenth century to the present. Sociopolitical issues seen through literary and other readings, as well as cinema.

**163. ITALIAN WOMEN AND SOCIETY 3 cr.** The shift in social, political, and economic roles of women in 20<sup>th</sup>-century Italy. Focus on major Italian women writers and films that depict these changes.

**164. ITALIAN LITERARY PARKS 3 cr.** The relationship between writing and the writer's homeland. Focus on major Italian writers and their literary, physical, and emotional portrayal of their place of origin.

**165. MODERN ROME IN LITERATURE AND FILM 3 cr.** Representation of the city of Rome as capital city of Italy and center of Italian political and cultural life.

**170. CONTEMPORARY SPANISH CULTURE THROUGH FILM 3 cr.** Contemporary Spanish culture since the Spanish Civil War (1936-39) as seen through a series of films and cultural texts. Explores how the cinema as a medium was used to critique and undermine the restrictive cultural politics of the Franco dictatorship.

**171. CONTEMPORARY LATIN AMERICAN CINEMA 3 cr.** Major trends and movements in Latin American cinema from the 1980s to the present. Through the analysis of representative films, students are introduced to a variety of cinematic styles, with particular focus on the historical contexts in which the films were produced.

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** One or several aspects of a culture or cultures—either in the country of origin or as American heritage—especially as found in its language, literature, ideas, or art forms. May be repeated with a different topic.

## International Cultures II

**202. INTERNATIONAL CULTURES THROUGH CINEMA 3 cr.** Major trends and movements that have emerged from various national cinemas and contributed to the historical development of film as an international art form. Focus on selected films and how they reflect cultural/historical contexts and global creative confluences. Course materials offer a comprehensive culture-based overview of international film history.

**203. INTERNATIONAL FILM AND LITERATURE 3 cr.** Experiencing “culture” critically by analyzing film and literary works in a global context. Emphasis on connections between literary and cinematic works from majority and minority cultures; comparative methods to understand literary diversity; critical knowledge of cinematic and literary themes, motifs, structures, narratives, points of view, and values typical of various global regions.

**204. MASTERPIECES OF WORLD LITERATURE 3 cr.** Survey of translated literary works by authors from one or more cultures/populations involving any time and period and one or more literary genres(s).

**205. GLOBAL FAIRY TALES, FABLES, FOLK TALES, AND SHORT FICTION 3 cr.** The international roots and literary merits of tales; tales as a reflection of time, place, and social norms. Class discussions and independent research. Students will write their own interpretation of a fairy tale focusing on the elements of the genre as presented in the course.

**208. FOOD FOR THE SOUL AND SOUL FOOD: THE ROLE OF FOOD, FAMILY, AND FEASTING ACROSS HUMAN EXPERIENCE 3 cr.** Analysis of fiction and non-fiction as well as dramatic and documentary films that deal with food as it relates to family structures and relationships, foreign and domestic ethnic identity, and religion/spirituality. Exploration of the ethics of the globalization of food production.

**209. FOOD IN FILM AND CULTURE: THE GLOBAL GENDERED TABLE 3 cr.** Viewing and discussion of feature films and documentaries that deal with some aspect of food, food and culture, or the globalization of food production. How food is biological and cultural, personal and political, national and international, and may even define social class/caste, race, ethnicity, and socially or culturally imposed gender roles. Films are supplemented with academic and scholarly readings.

**210. LITERATURE FROM FRENCH-SPEAKING AFRICA 3 cr.** Emphasizes various genres of literature by African authors and the heritage of French-speaking countries which were part of the French colonial empire until the 1960s.

**220. JAPANESE POPULAR CULTURE 3 cr.** Focuses on the culture of ordinary Japanese, their interests, lifestyles, and activities, rather than the aesthetics of the elites.

**221. A HALF-CENTURY OF POSTWAR WRITING IN JAPAN 3 cr.** The works of authors such as Mishima, Tanizaki, Abe, and the Nobel Prize winners Kawabata and Oe.

**230. SHORT FICTION OF THE NINETEENTH CENTURY: RUSSIAN, SLOVAK, CZECH 3 cr.** Survey of translated short stories and/or novellas from these Slavic peoples depicting their 19<sup>th</sup>-century society, history, and culture. Students discuss and reflect on the human experience in a non-American context that affects their own understanding of a global and diverse viewpoint.

**231. SHORT FICTION SINCE 1900: RUSSIAN, SLOVAK, CZECH 3 cr.** Survey of translated short stories and/or novellas from these Slavic peoples since 1900, depicting their recent society, history, and culture. Students discuss and reflect on the human experience in a non-American context that affects their own understanding of a global and diverse viewpoint.



**243. FRANCO-ITALIAN CROSS-CULTURAL RELATIONS 3 cr.** French influences on the Italian poetry of the Middle Ages and Italian influences on the political, religious, artistic, and social structure of French culture.

**260. ITALIAN LITERATURE AND THE ARTS 3 cr.** Study of the history of the metaphor of food and its presence in literary, cultural, and artistic representations.

**262. MICHELANGELO AND VITTORIA COLONNA 3 cr.** The relationship between the poetry of Vittoria Colonna and the poetry and art of Michelangelo.

**263. ROME AND THE WORD OF WONDER: IGNATIUS' *SPIRITUAL EXERCISES* IN BAROQUE LITERATURE, ART AND MUSIC 3 cr.** Study of the imagination in Ignatius's *Spiritual Exercises* and its reception in Baroque literature, art, and music. Includes an intensive, on-site learning tour. Travel fee required.

**264. ITALIAN IDENTITY WITHOUT BOUNDARIES: VIEWS FROM LITERATURE 3 cr.** Exploration of the interrelationship of literary theory with ethnicity and diversity through its socio-cultural context.

**270. ART AND SOCIETY IN EARLY MODERN SPAIN 3 cr.** The relationship of art to society, politics, religion, and imperial ideology. Introduces the idea that art can meet objectives that go beyond aesthetic values.

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-4 cr.** One or several aspects of a culture or cultures—either in the country of origin or as American heritage—especially as found in its language, literature, ideas, or art forms. May be repeated with a different topic.

### International Cultures III

**360. DANTE'S DIVINE COMEDY 3 cr.** Study in modern English translation of Hell, Purgatory, and Paradise focusing on theological issues and literary content. Dante is examined as both a supreme poetic craftsman and a Church reformer.

**361. ITALIAN HUMANISM AND RENAISSANCE 3 cr.** Study of Italian Humanism and the Renaissance through the writings of Petrarch, Alberti, Machiavelli, Michelangelo, Colonna, and Leonardo. Includes an intensive, on-site learning tour. Travel fee required.

**363. FRAMING GRACE: ARTISTS AND POETS IN THE ITALIAN RENAISSANCE 3 cr.** Study of literary theory as seen in the poetry of Vittoria Colonna and Angelo Poliziano and in the artistic representation of Michelangelo Buonarroti and Alessandro Botticelli.

**370. HISPANIC WOMEN WRITERS 3 cr.** Reading and analysis of works

of contemporary U.S. Latina and Latin American women, such as Julia Alvarez, Cristina Garcia, Esmeralda Santiago, Isabel Allende, Zoe Valdes, Luisa Valenzuela, and Laura Esquivel. A literary, cultural, and comparative approach that emphasizes critical thinking and writing.

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** One or several aspects of a culture or cultures—either in the country of origin or as American heritage—especially as found in its language, literature, ideas, or art forms. May be repeated with a different topic.

## International Cultures IV

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study for advanced students. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** For advanced students. Occasional course on a selected topic announced in advance. May be repeated with a different topic.



# Italian Studies (IT)

*Associate Professor: S. Casciani, L. Ferri*

Courses in Italian Studies are offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page I73.) A combination sequence of courses in Italian Studies leads from competence in basic Italian language skills to a thorough understanding of the language, as well as an interdisciplinary approach to Italian culture and literature.

The Italian language is spoken throughout the world, in Europe, North and South America, Africa and Australia. Italy is an industrially and economically advanced nation that exports to the U.S. as well as other countries. For example, in Australia, Italy remains a strong buyer of Australian primary product, and Australia is a consistent buyer of Italian technology and design. Furthermore, a significant number of Italian companies have branches in China and throughout Europe. Italians and the Italian language have made a distinctive contribution to art, architecture, cuisine, music, science, literature, film, and theatre. The study of Italian enhances students' enjoyment and appreciation of these areas.

Studying Italian at JCU is beneficial for students of all majors, thanks to the presence of about 60 Italian companies in the U.S. and Ohio. For example, Luxottica in Cincinnati is a leader in premium fashion, luxury, and sports eyewear.

Many graduate schools require the knowledge of at least one foreign language, and knowing how to speak Italian opens opportunities for students across the globe. All students are strongly encouraged to study in Italy through one of the many short- or long-term JCU-sponsored programs such as JCU at Vatican City (a semester-long program in fall), the Summer Institute in Italy, or the spring break field trip in Italy (offered as part of an on-campus course).

All courses are taught in Italian, unless otherwise noted.

Students who are interested in a self-designed major or minor in Italian Studies should consult with the coordinator of the Italian Studies program and/or the department chair. (Permission of the associate dean of the College of Arts and Sciences is also required.)

**101. BEGINNING ITALIAN I 3 cr.** Introduction to Italian language and culture; focus on speaking, listening, reading, and writing. Film; lecture; individual, pair, and group work; computer-assisted instruction. Students learn to ask and answer questions and share information. For students with little or no previous study of Italian or by placement test.

**102. BEGINNING ITALIAN II 3 cr.** Prerequisite: IT 101 or equivalent or by placement test. Amplification of language skills in a cultural context. Added emphasis on reading and writing.

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**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Italian at the beginning level.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. ITALIAN IN REVIEW I, II 3 cr. each.** Prerequisite: IT 102 or equivalent, or by placement test; IT 201 or equivalent prerequisite for IT 202. Review of beginning Italian; study of authentic materials dealing with Italian culture. Builds on all four skills (speaking, listening, reading, and writing), including vocabulary expansion, improved pronunciation, reading strategies, short compositions, and other writing assignments. Classroom, multimedia, computer-assisted instruction.

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Italian at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301. ITALIAN CONVERSATION 3 cr.** Review of Italian with a focus on building oral skills through exposure to various media, including music, television, film, Internet, and print. Development of communicative competence through oral practice and use of conversational strategies and techniques.

**302. WRITING AND CREATIVITY 3 cr.** Development of writing ability in Italian through exercises that expand the imagination, using creative writing games and exercises. Students and instructor will rely on reading as well as writing, talking, thinking and offering feedback on the written word. Computer technology is frequently utilized in the development of different styles of writing.

**304. ITALIAN CULTURE THROUGH THE ARTS AND MUSIC 3 cr.** Prerequisite: IT 202 or equivalent. Study of Italian literature and visual and other arts (architecture, painting, sculpture, music, and opera); representative sampling of works from various literary periods.

**306. ITALIAN FOR BUSINESS 3 cr.** Prerequisite: IT 202 or 301, or 302, or equivalent. No previous study of business expected. Multimedia introduction to the Italian business world and ethics. Role-plays, simulation of business interactions, and analysis of authentic business documents help students prepare for employment in an Italian-speaking country. Students have the option to take an exam to receive the *Certificazione di Italiano come Lingua Straniera* according to the level of their linguistic ability.

**307. THE MEDIA AND POPULAR CULTURE IN ITALY 3 cr.** Prerequisite: IT 202 or 301, or 302, or equivalent. Representative sampling and comparative analysis of television, radio, music, cinema, and the press, as reflected in popular culture.

**310. ITALIAN ADVANCED CONVERSATION THROUGH CINEMA 3 cr.**

Prerequisite: IT 202, or 301, or 302, or equivalent. Emphasis on selected films either as genre or as an 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 Italian; films in Italian with English subtitles.

**315. ITALIAN LITERATURE AND CULTURE: THE ART OF**

**INTERPRETATION 3 cr.** Prerequisite: IT 202, or 301, or 302, or equivalent.

Introduction to Italian literature and culture through close critical readings of the principal literary forms, as well as oral interpretations: poetry, drama, and prose.

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor.

Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**402. ADVANCED ITALIAN GRAMMAR, SYNTAX, AND COMPOSITION**

**3 cr.** Subtleties of Italian phonology, morphology, and syntax, along with the development of advanced vocabulary and conversational techniques. Activities include in-depth discussion and debate of current events and real-life problems as well as oral analysis of readings.

**410. SENIOR CAPSTONE IN ITALIAN (SENIOR THESIS) 3 cr.** Independent

research project chosen in consultation with a capstone advisor. The project should reflect both the student's interest in Italian and the courses s/he has taken to fulfill the major. Options include an independent study, a capstone course, or an academic experience in Italy.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of

instructor. Supervised independent study for advanced students on special topics in Italian language, literature, or culture. Taught in Italian. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced

in advance. Focus on a specific theme, genre, or time period in Italian language, literature, or culture. Taught in Italian. May be repeated with a different topic.

# Japanese (JP)

*Assistant Professor:* K. Nakano

The program in Japanese is offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page 173.) In this program students learn the language of Japan, a country known for its rich history, economic power, and ever-changing popular culture. Courses are offered at beginning, intermediate, and advanced levels. Independent study courses are available to students who have completed advanced-level courses. Students are also encouraged to participate in study-abroad programs and should consult with the coordinator of the Japanese language program and the Center for Global Education early on.

Graduates with proficiency in Japanese are well positioned for jobs in fields such as government, international relations, finance, tourism, translation, and teaching. Moreover, learning Japanese is simpler than it might at first appear. Beginning students quickly master the phonetic alphabet and Japanese characters.

Students are strongly encouraged to explore the East Asian Studies interdisciplinary major-minor program described on page 198. Students who may be interested in a self-designed minor in Japanese language should consult the coordinator of the Japanese language program as well as the CMLC department chair. (Permission of the appropriate associate dean of the College of Arts and Sciences is also required.)

**101. BEGINNING JAPANESE I 3 cr.** Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. For students with little or no previous study of Japanese or by placement test. (Fall)

**102. BEGINNING JAPANESE II 3 cr.** Prerequisite: JP 101 or equivalent or by placement test. Amplification of language skills in a cultural context. (Spring)

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Japanese at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. INTERMEDIATE JAPANESE I, II 3 cr.** Prerequisite: JP 102 or equivalent or by placement test. Further development of the four language skills for communication in a cultural context; expansion of vocabulary, idiomatic usage, and grammar. JP 201 or equivalent prerequisite for JP 202. (Fall: 201; Spring: 202)

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Japanese at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301-302. ADVANCED JAPANESE I, II 3 cr.** Prerequisite: JP 202 or equivalent. Advanced study of the four language skills; expansion of vocabulary, idiomatic usage, and grammar. JP 301 or equivalent prerequisite for JP 302. (Fall: 301; Spring: 302)

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Japanese at the high-intermediate/advanced level. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisites: JP 302 or 398 or equivalent, and permission of instructor. May be repeated with a different topic.

**499. SPECIAL TOPICS 1-3 cr.** Prerequisites: JP 302 or 398 or equivalent, JP 498 or equivalent. Contemporary Japanese used in various areas of specialization. May be repeated with a different topic.



# Latin (LT)

*Associate Professor:* G. Compton-Engle;

*Assistant Professor:* K. A. Ehrhardt

The program in Latin is offered by the Department of Classical and Modern Languages and Cultures.

## Major and Minor Requirements

For complete information on the major and minor in Classical Languages and Classical Studies, see page 177. For courses in Greek, see page 271.

**101. BEGINNING LATIN I 3 cr.** For students with little or no previous exposure to Latin or by placement test. Introduction to the language of the Romans through study of the fundamentals of Latin grammar, syntax, and vocabulary. Attention paid to Latin roots of English vocabulary. Acquisition of reading skills through the novice-mid level.

**102. BEGINNING LATIN II 3 cr.** Prerequisite: LT 101 or equivalent or by placement test. Continued study of Latin grammar and syntax, including the fourth and fifth declensions, passive voice, and participles. Acquisition of reading skills through the intermediate-low level.

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Supervised independent study of Latin at a beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on selected topics announced in advance. May be repeated with a different topic.

**201. INTERMEDIATE LATIN 3 cr.** Prerequisite: LT 102 or equivalent or by placement test. Continued study of Latin grammar and syntax, including the uses of the subjunctive. Acquisition of reading skills through the intermediate-mid level.

**232. INTRODUCTION TO LATIN LITERATURE 3 cr.** Reading from a selected author, such as Caesar or Vergil.

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Supervised independent study of Latin at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301. LATIN WRITING 3 cr.** Practice in writing idiomatic Latin prose.



**350. LATIN PROSE OF THE ROMAN REPUBLIC 3 cr.** Readings in Latin from selected prose authors of the Roman Republic, such as Cicero, Caesar, or Sallust. Includes a Latin composition component. May be repeated with another author. (Fall)

**355. LATIN POETRY OF THE ROMAN REPUBLIC 3 cr.** Readings in Latin from selected poets of the Roman Republic, such as Plautus, Terence, Lucretius, or Catullus. May be repeated with another author. (Spring)

**360. LATIN PROSE OF THE ROMAN EMPIRE 3 cr.** Readings in Latin from selected prose authors of the Roman empire, such as Livy, Petronius, Tacitus, or Pliny. Includes a Latin composition component. May be repeated with another author. (Fall)

**365. LATIN POETRY OF THE ROMAN EMPIRE 3 cr.** Readings in Latin from selected poets of the Roman Empire, such as Vergil, Horace, Ovid, or Juvenal. May be repeated with another author. (Spring)

**370. LATIN LITERATURE OF LATE ANTIQUITY 3 cr.** Readings in Latin from writers of the later Roman Empire onward, such as Augustine or medieval authors. May be repeated with another author.

**375. TOPICS IN LATIN LITERATURE 3 cr.** Readings in Latin from a selected theme in Latin literature, such as love poetry, invective, or letters. May be repeated with another topic or author.

**398. INDEPENDENT STUDY 1-3 cr.** Supervised independent study of Latin. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Supervised study on special topics. For advanced students. May be repeated with a different subject matter.

**499. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.



# Leadership Development (LP)

The leadership development minor exposes students to leadership theory and practice, guides them in their leadership development, and offers them opportunities to gain leadership experiences. The minor is a cutting-edge representation of what it means to build leadership capacity in others; it helps John Carroll students live our mission of inspiring “individuals to excel in learning, leadership, and service in the region and in the world.”

Like leadership itself, the minor is interdisciplinary in nature; it has the flexibility to align with the needs and interests of individual students. Perhaps the most unique aspect of the Leadership Development minor, one that sets it apart from other schools, is that students have the opportunity to participate in a number of one-credit “learning labs” designed to reinforce leadership concepts and theories experientially and to put what is being learned into action. These labs focus on topics such as identifying personal attributes and creating a vision, motivating others, building a team, and implementing a strategy. **Director:** Dr. Jonathan Smith, Department of Management, Marketing and Logistics.

## Program Learning Outcomes of the Leadership Development minor

Students will:

1. Possess a conceptual understanding of leadership theory and practices.
2. Be aware of personal strengths they bring to leadership roles.
3. Have demonstrated and reflected on a significant leadership experience.
4. Understand leadership roles and change in various contexts.

### **Minor Requirements**

**Leadership Development Minor:** Total of 21 hours.

**Leadership Theory Courses** (5 hours) Required: LP 101, 102, 203

**Leadership Laboratories** (4 hours) Required: LP 301, 302, 303, 304

**Leadership Component Courses** (6 credits): One from A: PL 302, 310, 311, 315, 368; TRS 260, 268 (RL 262), 461 (RL 466); one from B: AR 203; CO 200, 300, 314, 400, 446; BI 383; MN 395; MS 301; PS 301, 359

**Leadership Context Courses:** One from the following: AH 430, 435; CO 235, 346; EC 343; EN 214, 277, 285; HS 114, 131, 195B, 197B; IC 230, 302; MN 352; MS 357; PO 302, 316, 355, 410; PS 421; TRS 321 (RL 326), 323 (RL 324), TRS 330 (RL 331); SC 380, 393

**Leadership Legacy Project** (3 credits) Required: LP 401, 402, 403

**101. INTRODUCTION TO LEADERSHIP I 1 cr.** Introduction to the concept of leadership and the traits, values, characteristics, and behaviors that create effective leadership. MS 101 may be substituted for LP 101.

**102. INTRODUCTION TO LEADERSHIP II 1 cr.** How different traits, values, characteristics, and behaviors are effective in different contexts such as public office, business, community organizations, and religious institutions. MS 102 may be substituted for LP 102.

**140. PERSPECTIVES ON EFFECTIVE LEADERSHIP 1 cr.** Prerequisite: participation in Leadership Scholars Program or permission of chair. Establishes a framework for understanding leaders in leader behavior. Explores issues relevant to the psychology of leadership and increases awareness of the characteristics, attributes, values, communication styles, and problem-solving skills of effective leadership. Students will also evaluate and/or apply leadership concepts from a student and professional perspective.

**198. TOPICS IN LEADERSHIP 1-3 cr.** Prerequisite: permission of instructor. Various subjects related to the methods or content of leadership not typically covered in regular course offerings.

**199. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised study on special topics. Must be approved prior to registration.

**203. INTRODUCTION TO LEADERSHIP III 3 cr.** Prerequisites: LP 101/102, or MS 101/102, or PS 395, or MN 325. Introduction to alternative theories of leadership and related concepts. Emphasis on different styles of leadership in relation to leadership theories, as well as the application of different theories of leadership and leadership styles to different problem-oriented situations. MS 201 and MS 202 may be substituted for LP 203.

**301. PERSONAL ATTRIBUTES: THE WHO OF YOU 1 cr.** Prerequisite: LP 203 or MS 202. Finding and giving “voice” to one’s personal style and inner substance in a significant and compelling way that will resonate with others and facilitate work towards stated goals.

**302. FINDING PURPOSE: VISION AND VOICE 1 cr.** Prerequisite: LP 203 or MS 202. The dynamic of vision and the way in which it can be used to focus, inspire, and motivate. In addition, students will develop the ability to “package” their sense of self in a clear, concise, and compelling way and to be confident in doing so.

**303. POSITION: CHANGE AGENTS—THE GOOD, THE BAD, AND THE UGLY 1 cr.** Prerequisite: LP 203 or MS 202. Concepts associated with group dynamics and how different forms of power play out in groups. Also, the strategic and practical nature of alliances: their purposes and benefits, how alliances are formed, how they are maintained, and how they thrive.

**304. THE PROCESS: STRATEGIES FOR HOW 1 cr.** Prerequisite: LP 203 or MS 202. How to clearly define a problem or issue, separate strategy from tactics, and propose a reasonable strategic intent.

**340. EXPERIENCES IN LEADERSHIP AND SOCIETY 1 cr.** Prerequisite: participation in the Leadership Scholars Program or permission of chair. Includes three to five meetings during this semester to discuss leadership concepts and 86 – a week leader shadowing experience in the community. Focuses on developing an understanding of leadership from an organizational or community perspective. Students are encouraged to observe and interact with leaders outside of class to prepare for the complex and practical demands of leading others.

**401. LEADERSHIP PROJECT PLANNING 1 cr.** Prerequisites: LP 203 or MS 202 plus components and context courses—see above; permission of instructor. Part of the three-credit capstone experience requiring students to plan, implement, and evaluate a substantive service project that will have a lasting impact on John Carroll or the larger community. In LP 401 students plan their project under instructor supervision. LP 401 is strongly recommended as a senior experience.

**402. LEADERSHIP PROJECT IMPLEMENTATION 1 cr.** Prerequisites: LP 203 or MS 202 plus components and context courses—see above; prerequisites or corequisites: LP 401 and permission of coordinator or instructor. Part of the three-credit capstone experience requiring students to plan, implement, and evaluate a substantive service project that will have a lasting impact on John Carroll or the larger community. In LP 402 students will implement their project under instructor supervision. LP 402 is strongly recommended as a senior experience.

**403. LEADERSHIP REFLECTION AND PORTFOLIO PRESENTATION 1 cr.** Prerequisites: LP 202 or MS 202 plus components and context courses—see above; prerequisites or corequisites: LP 402 and permission of coordinator or instructor. Part of the three-credit capstone experience requiring students to plan, implement, and evaluate a substantive service project that will have a lasting impact on John Carroll or the larger community. LP 403 provides students with the opportunity to learn about their leadership capabilities through reflection on their capstone experience.

**440. LEADERSHIP SCHOLARS EXPERIENCE 1 cr.** Prerequisite: participation in the Leadership Scholars program or permission of the chair. As a capstone project for the Leadership Scholars Program, students will research and investigate local, regional, and national leaders who are in their future professional field. The results of this research and the series of interviews will culminate in a presentation during a *Celebration of Scholarship* event in the spring of their senior year.

# Management (MN)

*Professors:* J. E. Smith, W. N. Bockanic, C. A. Watts; *Associate Professors:* M. P. Lynn, R. T. Greci (Interim Chair), S. J. Allen; *Assistant Professors:* R. F. Miguel, A. M. Dachner; *Visiting Assistant Professor:* B. M. Saxton

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, interaction with Northeast Ohio executives, and meaningful involvement with the local business community. The objective of the management faculty is to develop the management and leadership skills necessary for achieving excellence in one's chosen profession.

Management has been defined as the “process of achieving desired results through efficient utilization of human and material resources.” In the management major, students investigate theories, develop interpersonal skills, and apply analytical and technological techniques applicable to all organized activity—whether in business, government, education, or healthcare. Emphasis is placed on strategic and entrepreneurial thinking, project management, human resources, and leadership.

Recent John Carroll management alumni have had myriad career paths available to them. For example, graduates work as management consultants, entrepreneurs, management/executive trainees, healthcare administrators, production/operations planners and supervisors, bank managers, and salespeople. With many available career options, the management major offers students the opportunity to tailor course work to specific careers. This flexibility distinguishes a management major from other majors.

## **Program Learning Goals: Undergraduate Management Major**

Graduating seniors in management will:

1. Know how to manage groups.
2. Be able to identify approaches to managing conflict.
3. Have the ability to apply project management techniques.
4. Have the ability to set goals and objectives.
5. Have the ability to champion new ideas.
6. Understand techniques for fostering innovation.
7. Display knowledge of career planning concepts.
8. Be able to assess their strengths and weaknesses.

## Requirements

**Major in Management:** A total of 67-70 credit hours as described below.

**Business Core:** 40-43 credit hours, including MN 461.

**Major Courses:** 27 credit hours. PS 101, HR 352, MN 395, BI 383, MN 413\*, MN 495, and three elective courses chosen from the following: BI 341, BI 371, BI 406, BI 407, HR 353, HR 370, HR 373, HR 376, HR 405, MN 361, MN 364, MN 405, MN 463, MN 464, MN 480, and MN 498.

**\*Note:** MN 413 may be waived by petition if a student has completed: 6 credits (excluding business core) at the 300 or 400 level in one of the following areas: AC, EC, ER, FN, IB, LG, LP, or MK; or 7 credits in CS.

**Professional Experience:** Majors must have relevant professional work or volunteer experience prior to graduation. This requirement must be satisfied by completing MN 401.

**202. BUSINESS COMMUNICATIONS 3 cr.** Prerequisites: EN 120-121 or EN 125, and completion of BI 109 or competency waiver. Contemporary communication practices (including business reports and electronic forms of communication); business communication issues; communication technologies; business research, writing, and presentation. Not open to business minors.

**325. ORGANIZATIONAL BEHAVIOR AND MANAGEMENT 3 cr.** Prerequisites: EC 208 or MT 122 or MT 228. 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. Topics may include contributions of the classic theorists, management functions, motivation, leadership, attitudes, group dynamics, global management behavior, and organizational change.

**361. GLOBAL MANAGEMENT 3 cr.** Prerequisites: AC 202, EC 201-202, and MN 325 or permission of chair. Aspects of global management, with particular emphasis on the role of the multinational company (MNC), whether headquartered in the U.S. or another country. At the macro level, attention to the cultural, sociopolitical, and economic forces that influence international business operations. Overview of management functions, policies, and concerns of the individual MNC.

**364. ENTREPRENEURSHIP 3 cr.** Prerequisites: AC 202, EC 201-202, and MN 325 or permission of chair. 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. 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 student's own entrepreneurial tendencies and future venture creations.

**395. LEADERSHIP SKILLS DEVELOPMENT 3 cr.** Prerequisite or corequisite: MN 325. Skills developed in this experiential course reflect the planning, leadership, and control roles of leaders and 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.

**401. PROFESSIONAL EXPERIENCE 0 cr.** Prerequisite: permission of instructor. Verifies that an MN major has completed the professional work experience requirement. Prior to starting work (whether in an internship, part-time job, or volunteer opportunity), the student should seek pre-approval from the instructor and only then may register for this course. A student will receive a passing grade for the course only after the work experience requirement has been satisfied and approved by the department chair or instructor.

**405. SEMINAR IN MANAGEMENT 3 cr.** Prerequisites: MN 325 and/or as announced. Study of contemporary issues in management, leadership, or entrepreneurship not covered in depth in other department courses. Specific topic, method of presentation, and student requirement will be designated by the seminar leader.

**413. DIRECTED SEMINAR IN MANAGEMENT 3 cr.** Prerequisite: HR 352 or MN 395 and senior standing. A directed and focused study, in a management-related area selected by the student, to develop specific managerial and career interests. Areas of study may include (but are not limited to) practices in consulting, employment/benefits, financial services, healthcare, law, manufacturing, non-profit, retail, sales, sports, sustainability, and technology. The student must show a relevant career plan or established experience (e.g., an internship) in order to study an area.

**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. Focuses on the 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.

**480. SMALL AND MEDIUM BUSINESS ANALYSIS 3 cr.** Prerequisites: FN 312, MK 301, BI 326, and MN 364. Involves a total field analysis of a business visited by students acting as members of a consulting team. Promotes the integration of prior course work into a cohesive body of knowledge, an understanding of theoretical and applied concepts, and an appreciation of teamwork.

**495. LEADERSHIP PHILOSOPHY 3 cr.** Prerequisites: HR 352, MN 395 (may be corequisite), and senior standing. Exploration of modern and classical management and leadership philosophies. Emphasis on student development of a personal management philosophy based on an in-depth analysis of classical and contemporary writings on management. Application of leadership philosophy to organizational change issues. May require a major service project integrating learning from other management courses and demonstrating leadership.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: MN 325, overall GPA of 3.0 or higher, and permission 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 dean. Consult the chair for the department guidelines established for such study.

**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 views, knowledge of functional business disciplines, computer-based analysis, and management presentations.





# Marketing (MK)

*Professors:* J. H. Martin, P. R. Murphy, Jr., A. R. Miciak (Dean);

*Associate Professor:* T. M. Facca-Miess;

*Assistant Professors:* Y. Wu, A. Randrianasolo

What do consumers value, and what do they need most? How can organizations succeed in the marketplace by understanding what consumers value? These are the types of questions and challenges that confront marketers. Marketing is the part of an organization that looks outward to find opportunities that create value for others. Value is created through the collaborative planning, implementing, and managing of goods and services. The Boler marketing major emphasizes the processes involved in creating value for consumers in a way that returns value to the organization.

Because every organization requires marketing, graduates can match their passions in life with a successful career. 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.

Career opportunities in marketing lie in social media marketing, marketing analytics, product and brand management, advertising, public relations, retail merchandising, new product development, and professional selling. Essential for success in marketing are persuasive skills of communication, creative and analytical skills for developing strategic marketing plans, confidence with a variety of technology applications, and cultivating the ability to adapt to a changing environment while working to co-create value in the market.

## **Program Learning Goals: Undergraduate Marketing Major**

Graduating seniors in Marketing will have:

1. A command of the primary marketing content areas, including the marketing environment, segmentation, targeting, positioning, the marketing mix, and socially responsible marketing.
2. The skills necessary to identify and solve problems in marketing.
3. The ability to navigate the complexities of marketing problems in the dynamic market environments of for-profit and non-profit organizations.
4. The ability to apply data-driven decisions to address marketing problems and develop effective marketing strategies to sustain the success of an organization.

This includes the following:

- a. The ability to identify and analyze marketplace needs.
- b. The ability to recognize organizational resources that can fulfill marketplace needs.
- c. The ability to develop marketing strategy to effectively connect organizational resources to marketplace needs.

### Requirements

**Major in Marketing:** A total of 67-70 credit hours as described below.

**Business Core:** 40-43 credit hours, including MN 46L.

**Major Courses:** 27 credit hours. PS 101, MK 302, MK 309, MK 402, MK 495; and four courses chosen from the following: LG 328, LG 440; MK 341, MK 361, MK 370, MK 405, MK 410, MK 441, MK 470, MK 491, and MK 498. MK 402 and MK 495 are to be taken in the senior year.

**Professional Experience:** A relevant professional work or volunteer experience is required prior to graduation. This requirement must be satisfied by completing MK 40L.

**301. MARKETING PRINCIPLES 3 cr.** Prerequisites: EC 201-202; prerequisite or corequisite: AC 202 or junior standing. Introduces students to the field of marketing. Provides an overview of marketing concepts and strategies critical to value-driven marketing. Emphasis is on how to develop, promote, distribute, and price an organization's offerings in a dynamic economic, social, political, and international environment. Ethical issues related to marketing are also examined.

**302. APPLIED CONSUMER INSIGHTS 3 cr.** Prerequisites : MK 301, PS 101; prerequisite or corequisite: MN 325. Provides coverage of consumer behavior theories, frameworks, concepts, and tools to understand consumers and uncover insights relevant for business and policy. Students learn to generate original consumer insights to create real-world marketing recommendations. Topics drawn from psychology, social psychology, sociology, cultural anthropology, and behavioral economics. Offered spring semester only; should be taken in junior year.

**309. CUSTOMER ENGAGEMENT STRATEGIES AND TACTICS 3 cr.** Prerequisite: MK 301. Explores the enormous opportunities for, and challenges of, engaging with customers through the ever changing technological and economic environment. Emphasis is on examining and using a variety of social media platforms and tools in developing and implementing strategic "inbound" marketing initiatives that are designed for engaging and collaborating with users.

**341. ADVERTISING AND INTEGRATED BRAND PROMOTION 3 cr.**

Prerequisite: MK 301. Presents an integrated brand promotion (IBP) approach to advertising. IBP involves coordinating all promotional activities, including direct marketing, advertising, sales promotion, personal selling, public relations, publicity, and branded entertainment to create widespread brand exposure. Message development, placement, and timing are examined within the context of the role each type of promotion plays in marketing strategy development. Offered fall semester only.

**361. MULTINATIONAL MARKETING 3 cr.** Prerequisite: MK 301. Provides a fundamental understanding of international marketing. Analyzes the scope, opportunities, and challenges associated with marketing across international borders, with a particular emphasis on non-western countries.

**370. VISUAL COMMUNICATION IN MARKETING 3 cr.** Prerequisite: MK 301. A project-oriented course that focuses on applied knowledge in the production of meaning using visual communications to solve marketing problems. Students learn to develop, refine, and execute visual communication strategies, including creative concept generation, integrated multimedia, typography, informational graphics, copywriting, layout design, and brand semiotics. Students are expected to implement computer graphics skills (e.g., Adobe Creative Suite).

**401. PROFESSIONAL EXPERIENCE IN MARKETING 0 cr.** Prerequisite: permission of instructor. Verifies that a marketing major has completed the professional experience requirement. Prior to starting the work experience, students must seek pre-approval from the instructor before they may register for this course. Students will receive a passing grade for the course only after the pre-approved work experience requirement has been met and approved by the instructor.

**402. MARKET ANALYSIS 3 cr.** Prerequisites: MK 301; AC 202; EC 208 or MT 223 or equivalent level of statistics; senior standing. Examination of the quantitative tools marketers use to develop, monitor, and evaluate marketing strategies. Topics include the use of online survey tools, statistical analysis using SPSS, market share metrics, financial analysis, and analysis of promotion effectiveness.

**405. SEMINAR IN MARKETING 3 cr.** Prerequisite: MK 301 or as announced. Study of contemporary issues in marketing not covered in depth in other department courses. Specific topic, method of presentation, and requirements designated by the seminar leader.

**410. ISSUES IN INNOVATION PLANNING 3 cr.** Prerequisites: MK 301; AC 202; BI 107 or competency waiver for Spreadsheet Applications. Seminar-style exploration of tools used to create and plan market innovations. Topics include methods of idea generation, strategy development, planning and implementation of an innovation, and the development of quantitative models for forecasting future performance of an innovation.

**441. ADVERTISING SEMINAR 3 cr.** Prerequisite: MK 341 or MK 370 or MK 402 or CO 315 or permission of chair. Intensive immersion in advertising campaign development for a real world client as coordinated by the American Advertising Federation's National Student Advertising Competition (NSAC). Using knowledge and skills acquired in previous course work, students will conceive, develop, and deliver an integrated advertising and promotions plan for a real-world corporate sponsor. Students form an advertising agency and prepare all campaign materials (e.g., strategy, deliverables, client pitch). Concludes with a formal presentation at NSAC District 5 competition against participating teams from Ohio, West Virginia, and Kentucky.

**470. INTERNET MARKETING 3 cr.** Prerequisite: MK 301. Focuses on understanding how the Internet and other digital technologies can be used for developing and implementing effective marketing strategy. Topics include online business models and strategies, website design and management, online and mobile advertising, search engine optimization (SEO), social media (Web 2.0), and information privacy. Also examines the legal, ethical, and public policy issues that marketing managers face in a digital environment.

**491. MARKETING RESEARCH 3 cr.** Prerequisites: MK 301; EC 208 or MT 223 or equivalent second semester of statistics. Explores the design and practice of qualitative and quantitative methods of survey, experimental, and field research. Emphasizes the choice of research method, the collection, interpretation, and presentation of data from original and secondary sources as related to providing information for marketing problem solving.

**495. STRATEGIC VALUE CO-CREATION 3 cr.** Prerequisites or corequisites: MK 302, MK 309, and MK 402. Capstone marketing course featuring experiential learning projects in which students work with outside organizations to co-create value with consumers. Using service-dominant logic as its orientation, students learn value co-creation strategies with stakeholders as a means for managing and growing an organization. A normative framework for justice in marketing provides a holistic perspective for developing leadership skills as marketers.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: marketing major, overall GPA of 3.0 or higher, and permission 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 department guidelines established for such study.

# Mathematics (MT)

*Professors:* R. J. Kolesar, P. L. Shick (Chair), M. Kirschenbaum, B. K. D'Ambrosia, T. H. Short, B. Foreman; *Associate Professors:* D. A. Norris, P. B. Chen; *Assistant Professor:* P. E. Rinker; *Instructor:* W. Marget

## 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 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 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 118 or CS 144, MT 135, 160 or 200, 162, 221, 241, and 251.

For Early Childhood (EC) licensure, the mathematics curriculum content courses are MT 160 and 171.

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.

### **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.

The department also offers programs leading to the M.A. and M.S. in mathematics. Under the 5<sup>th</sup>- year program students may earn both the B.S. and M.S. in five years with sufficient AP credit. Program requirements and course descriptions are published in the *Graduate Studies Bulletin*.

### **Program Learning Goals in Mathematics**

Students will:

1. Develop an in-depth integrated knowledge in algebra, geometry, and analysis.
2. Be able to communicate mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology.
3. Be able to distinguish coherent mathematical arguments from fallacious ones, and to construct complete formal arguments of previously seen or closely-related results.
4. Be able to give complete solutions to previously seen or closely-related problems.
5. Be able to use definitions, theorems, and techniques learned to solve problems they have not seen before.
6. Be able to synthesize material from multiple perspectives and make connections with other areas.
7. Be able to use technology appropriate to each topic.

## Major and Minor Requirements

**Major in Mathematics:** 49 semester hours. CS 128-128L or CS 150; MT 135 or MT 133-134, 136, 200, 229, 233, 271, 342, 431, 441; one course from Category A, one course from Category B, and three courses from Category C.

Category A: MT 450, 452.

Category B: MT 421, 436, 452.

Category C: MT courses numbered 400-480.

- Students may not use the same course to satisfy a requirement in multiple categories.
- Students earning the minor in Statistics may not use MT 421 or MT 422 to satisfy the requirements for Categories B or C.
- An additional course from Category C may be substituted for MT 200.
- Students who are considering further study in mathematics should take MT 452.

A comprehensive examination is required.

**Major in Teaching Mathematics:** 37 semester hours. CS 128-128L or CS 150; MT 135 or MT 133-134, 136, 200, 229, 233, 271, 431, 441, 450, and 469.

*Required Support Sequence:* 34 semester hours. ED 100, 201, 253, 255, 337, 350, 386, 405C, 427, 444C; PS/ED 262.

A comprehensive examination is required.

**Minor in Mathematics:** 24 hours. MT 135, 136, 233, 271, three additional MT courses; one may be MT 200 or MT 229 or MT 242; the other two (or all three) must be numbered 300-379 and/or 400-479. At most, one of MT 322, MT 421, and MT 422 may be used to satisfy this requirement, and none of these may be used simultaneously for both the minor in Mathematics and the minor in Statistics.

**Minor in Statistics:** 19-20 semester hours. MT 135; one of MT 223, MT 228, and MT 229; MT 322; MT 422; and one of the following pairs of elective courses: MT 342 and MT 421, or CH 261/263 and CH 441/443, or PS 301/301L and PS 401, or EC 409 and EC 410, or BL 224 and BL 444. Students who minor in statistics cannot use MT 421 or MT 422 also to satisfy the requirements of the mathematics major or minor.

**118. APPLIED MATHEMATICS 3 cr.** Introduction to the use of mathematics to model various aspects of everyday life. Topics include application of graphs and networks to urban services and business efficiency, planning and job scheduling, interpreting data for decision making, digital information representation, growth, voting systems, and fair division.

**119. QUANTITATIVE ANALYSIS 3 cr.** Introduction to the study of numbers and subsequent analysis of quantified data using mathematical techniques in studying problems in the context of various disciplines. Mathematical techniques include displaying and describing data, making statistical inferences from data, and building models by fitting functions to data.

**122. ELEMENTARY STATISTICS 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 tests, correlation and regression. Methods are illustrated in the context of quantitative research, with applications in disciplines such as sports, psychology, and social and natural sciences. Use of appropriate statistical software.

**130. APPLIED CALCULUS 3 cr.** Prerequisite: placement by the Math Department. Limits, derivatives, definite and indefinite integrals of polynomial, exponential, and logarithmic functions. Focus on concepts and applications, particularly those pertaining to business fields. Use of a computer algebra system to facilitate computation.

**133-134. CALCULUS AND ANALYTIC GEOMETRY IA-IB 3 cr. each.** Prerequisite: 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 the Math Department. Functions, limits, continuity, differentiation, differentiation rules, optimization, antiderivatives, definite integrals. Fundamental Theorem of Calculus, improper integrals, applications of integrals, including probability. (See “Note” in MT 133-134.)

**136. CALCULUS AND ANALYTIC GEOMETRY II 4 cr.** Prerequisite: MT 135 or equivalent. Second course in a three-semester calculus sequence. Parametric curves, differentials, related rates, techniques of integration, additional applications of integrals, introduction to differential equations, polar coordinates, sequences, and series.

**160. MATHEMATICS AND CREATIVITY 3 cr.** Mathematics as a creative discipline. Examples of what pure mathematics is and what mathematicians do. The nature of mathematical reasoning and proof and their essential role in human thought.



**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. Topics include arithmetic in positional number systems, arithmetic and geometric sequences, methods of solving linear equations, geometry and symmetry, and games.

**171. FOUNDATIONS OF EARLY CHILDHOOD MATHEMATICS 4 cr.**

Prerequisite: MT 160 or MT 200. 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.

**199. SPECIAL TOPICS IN MATH 1-3 cr.** Subject announced in schedule of classes.

**200. EXPLORATIONS IN MATHEMATICS 3 cr.** Introduction to the nature of mathematics emphasizing the exploration that leads to deep ideas as well as connections between different areas. Models and development of deeper mathematical thinking using concepts that have advanced the discipline.

**221. COMBINATORICS, PROBABILITY, AND STATISTICS IN MIDDLE SCHOOL MATHEMATICS 3 cr.** Recursive relationships, counting techniques with applications to theoretical probability, principles of data collection and analysis, graphical and numerical representations of data, principles of statistical inference via resampling, and other techniques.

**223. INTERMEDIATE STATISTICS 3 cr.** Prerequisite: MT 122 or chair permission. Power analysis, factorial and repeated measures, analysis of variance, nonparametric procedures, contingency tables, introduction to multiple regression. Use of appropriate statistical software.

**225. ACTUARIAL MATHEMATICS 3 cr.** Prerequisite: MT 135 or 130. Theory of interest: time value of money, annuities, and cash flow. Mathematical models of loans, bonds, general cash flows, and portfolios. Quantitative analysis of financial economics: derivatives, options, forwards, futures, swaps. MT 225 will prepare students to take Society of Actuaries exam 2/FM.

**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 appropriate statistical software. Course content in biology context.

**229. PROBABILITY AND STATISTICS 3 cr.** Prerequisite: MT 135.

Probability, discrete and continuous distributions, sampling distributions and the Central Limit Theorem, introduction to data analysis, estimation and hypothesis testing, simple linear regression and correlation; exact, normal-theory, and simulation-based inference; use of appropriate statistical software. Methods are illustrated in the context of quantitative research, with applications in disciplines such as sports, psychology, and social and natural sciences.

**233. CALCULUS AND ANALYTIC GEOMETRY III 4 cr.** Prerequisite: MT 136. Calculus of vector-valued functions; partial differentiation; multiple, line, and surface integrals.

**241. NUMERICAL AND ALGEBRAIC CONCEPTS FOR MIDDLE SCHOOL MATHEMATICS TEACHERS 3 cr.** Prerequisite: MT 135 or MT 160 or MT 200.

For students seeking licensure to teach mathematics in grades 4-9. Topics include properties of the integers, rational and irrational numbers, algebra and algebraic thinking, sequences, functions, and sets. Students will learn to communicate in the precise language of mathematics, to make connections among mathematical systems, and to construct valid mathematical arguments and proofs.

**242. INTRODUCTION TO LINEAR ALGEBRA 3 cr.** Prerequisite: MT 136. Algebra of matrices, linear systems, vector spaces, linear transformations, eigenvectors, and applications, with emphasis on computation and conceptual understanding. (May not be counted toward the mathematics major.)

**251. GEOMETRY FOR MIDDLE SCHOOL MATHEMATICS TEACHERS 3 cr.** Prerequisites: MT 135; MT 160 or MT 200. For students seeking licensure to teach mathematics in grades 4-9. Examination of geometric concepts related to the middle-school curriculum. Axiomatic foundations and transformational geometry. The use of teaching manipulatives and dynamic geometry software to promote understanding. Emphasis on various types of mathematical reasoning needed to establish geometric credibility.

**271. DISCRETE MATHEMATICS AND MATRIX ALGEBRA 3 cr.**

Prerequisite/corequisite: MT 136. Introduction to mathematical proof and logic, sets, functions and relations, counting principles, graphs, matrix operations, and mathematical induction.

**299. SPECIAL TOPICS IN MATH 1-3 cr.** Subject announced in schedule of classes.

**322. APPLIED REGRESSION ANALYSIS 3 cr.** Prerequisite: MT 223 or 228 or 229 or chair permission. Multiple linear regression, collinearity, model diagnostics, variable selection, nonlinear models, logistic regression; use of appropriate statistical software.

**342. INTRODUCTION TO LINEAR ALGEBRA AND VECTOR SPACES 3 cr.** Prerequisite: MT 271. Proof-based introduction to algebra of matrices, linear systems, vector spaces, linear transformations, eigenvectors, and applications.

**399. INDEPENDENT STUDY IN MATHEMATICS 1-4 cr.** Prerequisites: permission of chair and instructor. For the student seeking a research project under faculty supervision.

**421. MATHEMATICAL STATISTICS 3 cr.** Prerequisites: MT 229, 233. Moment generating functions, transformations, properties of estimators, foundations of hypothesis tests, one- and two-factor analysis of variance, and nonparametric analyses.

**422. APPLIED STATISTICS 3 cr.** Prerequisites: MT 223 or 228 or 229 or chair permission. Multi-factor analysis of variance, interaction, serial correlation, time series, forecasting, multivariate data, categorical data; data reduction; simulation; analysis of large datasets; use of appropriate statistical software.

**425. OPERATIONS RESEARCH 3 cr.** Prerequisite: MT 271. Linear programming, sensitivity analysis and duality, queuing theory, topics from networks, decision making, game theory, Markov chains, dynamic programming, and simulation.

**431. INTRODUCTION TO REAL ANALYSIS 3 cr.** Prerequisites: MT 233, 271. Rigorous mathematical treatment of the fundamental ideas of calculus: sequences, limits, continuity, differentiation, and integration.

**432. ADVANCED CALCULUS OF SEVERAL VARIABLES 3 cr.** Prerequisite: MT 233. Development of and motivation for vectorvalued functions, calculus of functions of several variables, implicit functions and Jacobians, multiple integrals, and line integrals.

**436. INTRODUCTION TO COMPLEX ANALYSIS 3 cr.** Prerequisite: MT 271 or permission of department chair. Complex number plane, analytic functions, integration of complex functions, sequences and series, residue theorem, and evaluation of real integrals.

**441. INTRODUCTION TO ABSTRACT ALGEBRA 3 cr.** Prerequisite: MT 271. Groups, homomorphisms, permutations, quotient groups, rings, ideals, integral domains, fields, polynomial rings, and factorization.

**450. EUCLIDEAN AND NONEUCLIDEAN GEOMETRY 3 cr.** Prerequisite: MT 271 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 271. Topological spaces, homeomorphisms, connected spaces, compact spaces, regular and normal spaces, metric spaces, and topology of surfaces.

**453. DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS 3 cr.**

Prerequisite: MT 233. Introduction to the qualitative study of differential equations and related dynamical systems. Topics include first-order differential equations, planar systems and their dynamical classification, general nonlinear systems and their equilibria, closed orbits, limit sets, discrete systems, and applications to mechanics.

**468. THEORY OF NUMBERS 3 cr.** Prerequisite: MT 271. Divisibility theorems, numbertheoretic functions, primitive roots, quadratic congruences and reciprocity, partitions.

**469. HISTORY OF MATHEMATICS 3 cr.** Prerequisite: MT 271. 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, nonEuclidean geometry, and infinite sets.

**479. COMBINATORICS AND GRAPH THEORY 3 cr.** Prerequisite: MT 271. Pigeonhole principle, inclusion and exclusion, recurrence relations and generating functions, combinatorial designs, the theory of graphs, graphical optimization problems.

**480. SPECIAL TOPICS cr. TBA.** Readings about, reports on, and investigation of selected material and topics.

**499. INDEPENDENT STUDY IN MATHEMATICS 1-4 cr.** Prerequisites: permission of chair and instructor. For the student seeking a research project under faculty supervision.



# Military Science (MS) (ARMY ROTC)

*Professor:* M. Johnson (Chair); *Assistant Professors:*  
J. McCluskey, D. Junior

## **General Information**

The Department of Military Science is also known as the Reserve Officers Training Corps (ROTC) department. Military science basic courses at the 100 and 200 levels are open to all students as electives. Credits toward a baccalaureate degree are awarded for all military science courses.

The department was established in April 1950 at the request of John Carroll University and with the approval of the U.S. Department of the Army. This department is both an academic entity of the University and an Instructor Group of the U.S. Army. It is staffed by the Army with the approval of the University president. The instructors are professional Army Commissioned and Non-Commissioned officers whose academic backgrounds meet University standards.

The goal of the department is to help prepare young men and women for service as Army officers—the future leadership of the Army. Through its courses, the department develops leadership and management skill in the cadets so they may be successful leaders in the U.S. Army. The department also provides instruction to the student body in general on the role of the military in America, focusing on military skills, leadership, adventure training, and the role of the military in our society.

## **Basic Program (MS I, MS II)**

Students normally take the basic courses during the freshman and sophomore years. 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 one means of meeting the prerequisite for acceptance into the advanced courses. Prior active military service, prior or current Reserve or National Guard service, or attendance at the summer ROTC Cadet Initial Entry Training may also fulfill the basic course requirements. In the case of prior active military service or prior/current Reserve or Guard status where the service member received an honorable discharge or continues to serve honorably, basic course requirements are waived and academic credit may be granted for these particular substitutes. A total of 6 credit hours may be awarded for equivalency credit for MS 101, 102, 201, and 202 with the approval of the department chair and the dean. These credits may be awarded to any veteran student, even if they are not a participating or contracted ROTC cadet.

### **Advanced Program (MS III, MS IV)**

Students normally take the advanced courses during their junior and senior years. These heavily involve tactics, leadership, and management instruction to prepare students for the leadership role of an Army officer at the rank of Second Lieutenant. Students must be accepted by the chair of the military science department before they can enroll in the advanced courses.

The Boler School of Business will also grant management credit by petition to ROTC Advanced Program students who are majoring in management.

Once accepted, each student enters into a contract with the Army to complete the courses and to accept a commission as an Army officer. While taking the advanced courses, each student is paid a subsistence allowance of \$450-\$500 a month during the school year.

All students enrolled in the advanced courses are required to attend a Cadet Leadership Course of four 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 years.

Upon satisfactory completion of the advanced courses and conferral of the baccalaureate degree, students are commissioned Second Lieutenants and serve out a military obligation, 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 Troop Leadership Time, spending a few weeks working with a Lieutenant in an active Army unit.

### **Scholarships**

The Department of the Army annually awards three-year and four-year Advanced Designee scholarships on a competitive basis to high school applicants nationwide. Winners are announced throughout the spring semester. College students can also apply for a campus-based Army scholarship throughout the year for either undergraduate or graduate studies. These scholarships may be awarded throughout the academic year. In order to apply for any of these scholarships, applicants must have a GPA of 2.5 or higher, as well as a minimum SAT score of 920 or ACT score of 19; pass the Army medical physical; meet the physical fitness requirements; and interview with the department chair. Two-year scholarships are also available to graduating seniors who will be attending graduate school.

All scholarships cover full tuition at the University. John Carroll currently waives standard room and board fees for scholarship cadets. Scholarships also include all required lab fees, graduation fee, a book allowance of \$1,200 per year, and a \$300-\$500 per month subsistence during the school year (maximum of \$5,000 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 registrar 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.

## 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 following designated fields of study: 1) written and oral communication skills; 2) U.S. military history. 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 the military science department chair. 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:** These courses may not be used to satisfy Core or major requirements.

**101. LEADERSHIP AND PERSONAL DEVELOPMENT 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 TACTICAL 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.

**130. INTRODUCTION TO BASIC PHYSICAL CONDITIONING (PE 130) 1 cr.** Focuses on the basics of physical conditioning and its benefits. Modeled on the U.S. Army method of increasingly challenging exercises in order to build aerobic skills and endurance leading to enhanced physical fitness. Principal aspects of stretching, conditioning, and recovery; also, cardiovascular and respiratory fitness, weight control, and stress control.

**131. ADVANCED PHYSICAL CONDITIONING (PE 131) 1 cr.** Builds on the student's knowledge of physical conditioning to increase physical fitness. Modeled on the U.S. Army method of increasingly challenging exercises in order to build aerobic skills and endurance leading to enhanced physical fitness. Principal aspects of stretching, conditioning, and recovery; also, cardiovascular and respiratory fitness, weight control, and stress control.

**132. LEADERSHIP IN PHYSICAL TRAINING (PE 132) 1 cr.** Develops the ability to plan, organize, and lead a physical conditioning program and evaluate others conducting physical training. Uses the U.S. Army Physical Readiness and Training method.

**133. ADVANCED LEADERSHIP IN PHYSICAL TRAINING (PE 133) 1 cr.** Develops the ability to plan, organize, and lead a physical conditioning program and evaluate others conducting physical training. Uses the U.S. Army Physical Readiness and Training method.

**198. BASIC COURSE INDEPENDENT STUDY 1-3 cr.** Prerequisites: permission of chair and instructor; freshman or sophomore standing. Focuses on current topics affecting the U.S. Army, how junior leaders put into effect policy decisions made by elected political leaders, and how the Army operates in regard to the directives of the U.S. Constitution on national defense. Requires a briefing or paper.

**199. MILITARY SCIENCE LEADERSHIP SKILLS LAB 0 cr.** Provides a practical application of the topics covered in class and is mandatory for all contracted students. Topics consist of land navigation, marksmanship, map reading, drill and ceremony, physical training, water survival, health and fitness, combat orders, formations, inspections, and preparation for the Cadet Leader Course (CLC). ROTC cadre supervise the labs, which are planned and managed by the MS III students with command and control administered by MS IV students.

**201. INNOVATIVE TEAM LEADERSHIP 2 cr.** Corequisite: MS 299. Uses of ethics-based leadership skills to develop individual abilities and contribute to effective team-building. Focus on skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. Provides the fundamentals of ROTC's Leadership Development Program. Participation in a weekend field training exercise is optional but encouraged.

**202. FOUNDATIONS OF TACTICAL LEADERSHIP 2 cr.** Corequisite: MS 299. Introduces both the 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 encouraged.



**213. ORIENTEERING (PE 213) 1 cr.** Develops students' ability to determine location on a map, plot a course over familiar and unfamiliar terrain, and end at a known/desired location. Uses U.S. Army standard maps and equipment. Detailed introduction to the principles of land navigation and orienteering, including map reading, compass use, terrain association, pace count, plotting techniques, route planning, and safety and survival in various environments.

**298. INDEPENDENT STUDY 1-3 cr.** Prerequisites: permission of chair and instructor. In-depth study on a tutorial basis of a particular problem, approved by the chair and directed by a member of the department or by a member of the Veterans' Affairs office with faculty credentials. Requires a paper.

**299. MILITARY SCIENCE LEADERSHIP SKILLS LAB 0 cr.** See the course description for MS 199.

### 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. ADAPTIVE TACTICAL LEADERSHIP 3 cr.** Prerequisite: permission of the department; corequisite: MS 399. Challenges students to study, practice, and evaluate adaptive leadership traits and skills as they are presented with scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on feedback and self-evaluations, cadets continue to develop their leadership dimensions and critical thinking abilities. Requires participation in semiweekly one-hour sessions for physical fitness and in a weekend field training exercise; one or two weekend exercises are offered for optional participation.

**302. LEADERSHIP IN CHANGING ENVIRONMENTS 3 cr.** Prerequisite: MS 301; corequisite: MS 399. Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations, conduct military briefings, and develop proficiency in garrison operations orders and plans. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members. Cadets are evaluated on what they know and do as leaders in preparation for their summer Cadet Leadership Course (CLC). Requires participation in semiweekly one-hour sessions for physical fitness and in a weekend field training exercise; one or two weekend exercises are offered for optional participation.

**387. INTERNATIONAL PROGRAM (CULP) 1-3 cr.** Prerequisite: consent of the department chairperson. In-depth application and study on a tutorial basis of military leadership, doctrine, and training directed by a member of the department or of the Veterans Affairs Office with faculty credentials. A paper is required. Students/cadets deploy as part of a team to a foreign area of operation in support of Cadet Command and the U.S. State Department Office of Security Cooperation objectives. Cadets are immersed in an ideal environment within which to identify experience and practice Language, Regional Expertise and Culture (LREC) based on leadership skills necessary for 21<sup>st</sup>-century army officers.

**389. INTERNSHIP 1-3 cr.** Prerequisite: consent of the department chairperson. In-depth application and study on a tutorial basis of military leadership, doctrine, and training directed by a member of the department or of the Veterans Affairs Office with faculty credentials and conducted with any U.S. Army unit worldwide. Cadets are attached to a regular Army unit for the duration of internship, such as Cadet Troop Leader Training (CTLT). Students/cadets deploy to their host units for integration at the company level with battalion-level leadership functioning as mentors and receive working experience as leaders of soldiers in the military. Credit is offered for attending military training schools.

**398. CADET LEADERS INDEPENDENT STUDY 1-3 cr.** Prerequisite: consent of the department chairperson. In-depth application and study on a tutorial basis of military leadership, doctrine, and training directed by a member of the department of Veterans Affairs Office with faculty credentials. A paper is required. Independent study at Ft. Knox, Kentucky, where students/cadets will receive comprehensive application and evaluation of material taught in MS 301/302.

**399. MILITARY SCIENCE LEADERSHIP SKILLS LAB 0 cr.** See course description for MS 199.

**401. DEVELOPING ADAPTIVE LEADERS 3 cr.** Prerequisite: MS 302; corequisite: MS 499. Develops student's critical, creative, and systemic thinking skills through problem solving and building their proficiency in assessing, planning, and executing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Students will analyze, evaluate, and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MS 401 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates. Requires participation in semiweekly sessions for physical fitness and in one weekend exercise.

**402. LEADERSHIP IN A COMPLEX WORLD 3 cr.** Prerequisite: MS 401; corequisite: MS 499. Continues to build on the students' critical thinking skills through an in-depth exploration of the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and "What now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the U.S. Army. Requires participation in semiweekly sessions for physical fitness and in one weekend exercise.

**499. MILITARY SCIENCE LEADERSHIP SKILLS LAB 0 cr.** See MS 199 for description.



# Modern Languages (ML)

Courses in modern languages are offered by the Department of Classical and Modern Languages and Cultures. (Information on the department and a listing of its faculty can be found on page 173.) Designated as ML, this body of courses may include offerings on pedagogy and on modern languages not regularly taught at John Carroll.

**101. BEGINNING MODERN LANGUAGE I 3 cr.** A language not traditionally or commonly taught. Intensive functional approach to the four language skills. Classroom, multimedia, computer-assisted instruction. Emphasis on listening, speaking, and pronunciation.

**102. BEGINNING MODERN LANGUAGE II 3 cr.** Prerequisite: ML 101 or equivalent. Amplification of language skills. Emphasis on reading and writing.

**198. BEGINNING INDEPENDENT STUDY 3 cr.** Supervised independent study of language at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. INTERMEDIATE MODERN LANGUAGE I, II 3 cr. each.** Prerequisite: ML 102 or equivalent. Further development of the four language skills for communication in a cultural context; expansion of vocabulary, idiomatic usage, and grammar. ML 201 or equivalent prerequisite for ML 202.

**298. INTERMEDIATE INDEPENDENT STUDY 3 cr.** Prerequisite: permission of instructor. Supervised independent study of language at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301-302. ADVANCED MODERN LANGUAGE I, II 3 cr. each.** Prerequisite: ML 202 or equivalent. Advanced study of the four language skills for communication in a cultural context; expansion of vocabulary, idiomatic usage, and grammar. ML 301 or equivalent prerequisite for ML 302.

**398. INDEPENDENT STUDY 3 cr.** Prerequisite: permission of instructor. Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

# Peace, Justice, and Human Rights (PJHR)

*Program Director:* R. D. Clark (Sociology and Criminology); *Advisory Committee:* M. P. Berg (History), M. O. Finucane (Communication and Theatre Arts), D. R. Hahn (Political Science), J. L. Lissemore (Biology), P. J. Metres (English), M. J. Peden (Political Science), J. Ziemke (Political Science)

The fundamental goal of the Peace, Justice and Human Rights program is to equip students with the knowledge, skills, and creativity to seek justice and promote peace. It combines research and study with experiential and service learning in order to help students gain both theoretical and empirical understanding of the challenges and possibilities of peace-building and conflict resolution. PJHR is an interdisciplinary program and benefits from the diverse interests and rich experience of faculty members from several disciplines and departments. Drawing on Catholic social teaching that sees peace as inseparable from justice and the extension of human rights as a fundamental ethical obligation, PJHR also emphasizes the importance of political pluralism, cultural and religious diversity, ecological balance, and nonviolent conflict resolution and transformation.

The program prepares students to pursue careers in a wide number of fields, including law, mediation, advocacy, government service, non-profit work, ministry, and social work.

## **Program Learning Goals in PJHR**

Students will:

1. Describe, explain, analyze, and reflect upon the complex and systematic nature of peace building, justice, and human rights.
2. Ascertain and understand those situations where the ideals of peace, justice, and human rights are not attained (including both domestic and global situations and including causes, consequences, and solutions).
3. Articulate a world view that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations.
4. Demonstrate increased levels of engagement (both on and off campus) with issues related to peace, justice, and human rights.
5. Demonstrate continued levels of engagement in peace, justice, and human rights issues after graduation from John Carroll.

## Major and Minor Requirements

**Major in PJHR:** 36 credit hours.

**Required courses:** PJHR 230, 375, 401; HS 230; SC 111.

**Additional courses:**

- **One additional course (3 credits) at the 400 level**, drawn from the list of PJHR-approved courses. To access the list, please go to <http://sites.jcu.edu/pjhr/pages/courses/>.
- **Six courses (18 credits), at least five of which must be taken at the 300-400 level**, from the list of PJHR-approved courses. Normally, these courses will be from three different disciplines or departments.

**Additional requirement:**

In consultation with and approval by a PJHR advisor, the student will create a coherent set of at least six courses which will be the focus of his or her studies. These courses will fit into one of the following categories (A, B, or C) and into a subset within that category:

- A. **Regional Studies** (e.g., Latin American, Africana, East Asian, Modern European, or Near East Studies)
- B. **Global Issues** (e.g., Environmentalism, Poverty, Sectarian Conflict, Social Justice and Postcolonialism, Globalization, Diasporic Studies, or Post-Conflict Reconstruction)
- C. **Themes** (e.g., Peace, Justice, or Human Rights)

**Minor in PJHR:** 21 credit hours.

1. **Two of the following three courses (6 credits):** PJHR 230; HS 230; SC 111.
2. **The following two courses (6 credits):** PJHR 375, 401.
3. **At least three additional 3-credit courses (9 credits), normally from at least two different disciplines or departments.** Please see the list of approved courses at <http://sites.jcu.edu/pjhr/pages/courses/>.

### PEACE, JUSTICE, HUMAN RIGHTS COURSES (PJHR)

**230. BUILDING PEACE AFTER EMPIRE 3 cr.** Multidisciplinary study of the dynamics of conflict and peacemaking in South Africa, Northern Ireland, and other sites. Focus on the historical and cultural roots and persistence of conflict; the contestedness of history; peacebuilding, conflict transformation, reconciliation, and social restoration; and artists' and writers' role in creating just peace. Materials include histories, narratives, poems, and films.

**375. INTERNSHIP COURSE 3 cr.** Prerequisite: permission of PJHR instructor. Participation in internship or experiential service-learning opportunity in a setting that focuses on peace building, social justice and/or human rights. The student will be required to analyze the experience from a personal and theoretical perspective. May be fulfilled by successful participation in an appropriate service-learning course. The PJHR director will approve alternatives on a case-by-case basis.

**401. CAPSTONE COURSE IN PEACE, JUSTICE, AND HUMAN RIGHTS 3 cr.** Topic to be developed by the director and advisory committee and listed in the semester schedule. Requires a research paper demonstrating knowledge of the field and relevant methodologies. Offered as lecture or independent study.

### **REQUIRED HISTORY COURSE (HS)**

**230. INTRODUCTION TO HUMAN RIGHTS 3 cr.** Survey of thinking on human rights from antiquity to the present, with special attention to the Universal Declaration of Human Rights and other post-1945 developments. Case studies may vary, but will generally include such key human rights concerns as slavery, humanitarian intervention, refugees and displaced persons, post-conflict reconstruction, human trafficking, torture, and the death penalty.

### **REQUIRED SOCIOLOGY AND CRIMINOLOGY COURSE (SC)**

**111. INTRODUCTION TO SOCIAL JUSTICE 3 cr.** Overview of the theories of social justice, including discussion and analyses of social inequalities both domestic and global, and issues related to civic engagement, social responsibility, and change. Service learning component required.



# Philosophy (PL)

*Professors:* B. A. Wirkus, E. W. Spurgin, M. J. Ortega, S. M. Kaye, D. Taylor (Chair); *Associate Professors:* T. Nlandu, , M. A. Eng, S. L. Fitzpatrick; *Assistant Professors:* W. M. Bichl, S.J., P. J. Mooney

Philosophy encompasses the systematic study of some of the most fundamental questions regarding existence, nature, knowledge, reality, politics, and morality. It allows us to develop an outlook on life that is broad and reflective and to engage the world rationally and critically. A basic understanding of philosophy and philosophical methods serves as a framework for various other disciplines. 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 two courses: a Knowledge and Reality course, and a Values and Society course. Students may take any course offered in each category. Knowledge and Reality courses explore fundamental questions of nature, existence, and understanding. Values and Society courses explore fundamental questions of humans' relationships to one another and to the world. A philosophy major prepares students for graduate work leading to college teaching, or for professional schools in areas such as law, medicine, religion, and social service. A philosophy major also is a solid basis for any broad program of humanistic studies. A minor in philosophy can complement other areas of study that raise questions about values or methodology, including law, business, education, and the sciences.

## **Program Learning Goals for Philosophy**

Students will:

1. Write and speak knowledgeably about central aspects of and problems within the history of philosophy, as well as about philosophy's major historical figures.
2. Critically evaluate arguments and evidence.
3. Understand the relationship between philosophy and other academic disciplines.
4. Develop the skills necessary to engage critically with contemporary social issues.



## Major and Minor Requirements

**Major in Philosophy.** 36 credit hours (30 beyond Core requirements): Two seminars (PL 450), or one seminar and a senior thesis (PL 495); and ten additional courses. Students take at least four Knowledge and Reality courses and at least four Values and Society courses of their choice or follow one of the four specialized curricular tracks below.

**Borromeo Seminary Institute Major in Philosophy.** 36 credit hours: PL 205, 240, 246, 304, 308, 368, 387, 395, 396; one course chosen from PL 210, 220, 260, 270, 275. Either one seminar (PL 450) or a senior thesis (PL 495).

**Minor in Philosophy.** 18 credit hours (12 beyond Core requirements): PL 450, one Knowledge and Reality course, one Values and Society course, and three electives. Students electing to pursue a specialized minor should choose their courses from within one of the four curricular tracks described below.

### Specialized Tracks within Philosophy

The philosophy department affords its majors and minors the opportunity to design their own program of study by taking a range of courses or to focus their study within a particular area of specialization. Students electing focused study may choose from among the following curricular tracks:

**I. History of Philosophy.** Students in the History of Philosophy track study a broad selection of the discipline's landmark texts, fundamental theories, and prominent figures. Majors thus become familiar with answers to key philosophical questions that vary widely in their philosophical approaches, their means of expression, and their emergence historically. This track provides an excellent foundation for students interested either in enhancing their liberal arts education or in preparing for advanced study in the field.

- A. PL 210
- B. Either PL 215 or 220
- C. PL 240
- D. One of the following: PL 245, 250, or 255
- E. Either PL 270 or 275
- F. One of the following: PL 260, 285, 286, or 290
- G. PL 450
- H. Four electives, one of which may be from another department whose offerings complement this track.

**II. Critical Social Philosophy.** The Critical Social Philosophy track is recommended for students interested in the philosophical analysis of power and the social and political conditions that create and perpetuate oppression and injustice. It is ideal for students interested in pursuing careers in multicultural settings or planning to do graduate work in such areas as social or political theory, Continental philosophy, ethnic studies, women's and gender studies, or sociology.

- A. Two courses from each of the following three subdivisions (18 hours total).
  1. Courses in Social and Political Theory: PL 245, 250, 255, 289
  2. Courses in Diverse Philosophical Traditions: PL 285, 290, 298, 330, 380
  3. Courses in Applied Topics in Social and Political Philosophy: PL 370, 385, 388, 390
  4. PL 450
- B. Four electives, one of which may be from another department whose offerings complement this track.

**III. Philosophy, Law, and Politics.** The Philosophy, Law, and Politics track is recommended for students who are interested in the philosophical study of law and its relation to morality, politics, and the state. This track provides excellent preparation for careers in the legal profession, politics, and government.

- A. PL 210 or 240
- B. PL 289
- C. PL 280 or 302
- D. PL 204 or 205
- E. PL 368
- F. PL 320
- G. PL 450
- H. Four electives, one of which may be from another department whose offerings complement this track.

**IV. Health, Ethics, and Science.** The Health, Ethics, and Science track is recommended for students interested in social, ethical, and foundational issues related to science and medicine. This track is ideal for students who wish to pursue careers in healthcare or the sciences, as well as those who are planning to do graduate work in areas such as applied ethics, science and technology studies, cognitive science, and philosophy of science.

- A. PL 210, 220, or 240
- B. PL 280 or 302
- C. PL 316
- D. PL 375
- E. PL 396
- F. One of the following: PL 204, 205, 315, or 379
- G. PL 450
- H. Four electives, one of which may be from another department whose offerings complement this track.

Lists of approved electives from other departments for all tracks are available in the philosophy department. Alternative courses must be approved by the student's advisor and the department chair.

**KNOWLEDGE AND REALITY:**

These courses explore fundamental questions of nature, existence, and understanding.

**204. INFORMAL LOGIC 3 cr.** Study of correct and incorrect reasoning involved in everyday life. Examines the fundamentals of language, fallacies, and deductive and inductive arguments, with an emphasis on the use and misuse of statistics.

**205. FORMAL LOGIC 3 cr.** Study of modern formal logic and its use in appraising the correctness of reasoning. Covers areas such as syllogisms, propositional logic, basic quantificational logic, basic modal logic, formal proofs, and informal fallacies.

**208. KNOWLEDGE AND REALITY 3 cr.** Survey of philosophical perspectives on questions of nature, existence, and understanding.

**210. ANCIENT GREEK PHILOSOPHY 3 cr.** Ancient Greek philosophical thought, with major emphasis on the works of Plato and Aristotle.

**215. AUGUSTINE AND LATE ANTIQUITY 3 cr.** Philosophical thought from Aristotle through Augustine, focusing on Epicureanism, Stoicism, Skepticism, Cynicism, and neo-Platonism.

**220. MEDIEVAL PHILOSOPHY 3 cr.** Medieval philosophy, including the thought of Augustine, Aquinas, and other major figures.

**225. MEDIEVAL PHILOSOPHY AND LOGIC 3 cr.** Medieval philosophy, including the thought of Augustine, Aquinas, and other major figures; also includes a component of logic. Offered at Borromeo Seminary.

**240. 17<sup>th</sup>- AND 18<sup>th</sup>-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. 19<sup>th</sup>-CENTURY EUROPEAN PHILOSOPHY 3 cr.** Study of some of the major figures of the nineteenth century from Fichte through Nietzsche.

**246. 19<sup>th</sup>- AND 20<sup>th</sup>-CENTURY PHILOSOPHY 3 cr.** Study of some major movements and figures of the period, such as German Idealism, dialectical materialism, atheistic humanism, positivism, pragmatism, existentialism, and phenomenology. Offered at Borromeo Seminary.

**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.** History of American philosophy as it develops as an ethnophilosophy and through the works of key figures of such trends as Puritanism, Enlightenment, transcendentalism, and pragmatism.

**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.

**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.

**286. ASIAN AND COMPARATIVE PHILOSOPHY 3 cr.** Exploration of Asian philosophical traditions such as Hinduism, Confucianism, Daoism, Buddhism, and Japanese philosophy. Also includes readings by contemporary comparative philosophers who study the similarities and differences among Asian philosophical traditions and between Asian and Western philosophies.

**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.** In-depth historical study of specific philosophical theories and problems or of a particular philosopher's work.

**303. PHILOSOPHY OF LANGUAGE 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.

**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.

**308. PHILOSOPHY OF GOD 3 cr.** Exploration of the existence and attributes of God as knowable by reason alone. Includes discussion of religious experience, the relationship of faith and reason, and the problem of evil. Offered at Borromeo Seminary.

**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.

**395. 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.

**398. SPECIAL TOPICS 1-3 cr.** In-depth study of specific philosophical theories and problems or of a particular philosopher's work.

### **VALUES AND SOCIETY:**

These courses explore fundamental questions of humans' relationships to one another and to the world.

**209. VALUES AND SOCIETY 3 cr.** Survey of fundamental questions of humans' relationships to one another and to the world.

**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.

**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.

**299. VALUES AND SOCIETY SPECIAL TOPICS 1-3 cr.** In-depth historical study of specific philosophical theories and problems or of a particular philosopher's work.

**304. PHILOSOPHY OF THE HUMAN PERSON 3 cr.** Philosophical reflection on some fundamental and enduring questions about humans and their relationship to the universe. Includes readings from classical and contemporary sources. Offered at Borromeo Seminary.

**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.

**310. CONTEMPORARY ETHICAL PROBLEMS 3 cr.** Some of the most pressing moral problems of today, with special attention to the philosophical issues involved.

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**311. BUSINESS ETHICS 3 cr.** Prerequisites: EC 201-202. Application of ethical concepts to significant problems of business practice.

**312. ETHICS IN SPORT 3 cr.** 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.

**315. APPLIED ETHICS 3 cr.** The application of ethical concepts to specialized areas such as medicine, biology, the environment, and law. Course topic listed in semester schedule.

**316. BIOETHICS 3 cr.** Examination of current theoretical and practical implications of medical care and biotechnology. Specific topics include death and end-of-life care; organ transplantation; genetic mapping and testing; aging and dementia; fertility and reproduction; access to healthcare; patient rights; and the role of the physician.

**320. PHILOSOPHY OF LAW 3 cr.** Exploration of theories on 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.

**350. PHILOSOPHY OF BEAUTY AND ART 3 cr.** Philosophical investigation of beauty and questions raised by art works, e.g., what is a work of art and what are aesthetic judgments.

**355. PHILOSOPHY AND FILM 3 cr.** Considers film's status as a mode of philosophical investigation and examines the implications of film for philosophical understandings of perception and identity (including race, class, and gender).

**368. ETHICAL THEORY 3 cr.** Detailed examination of some of the major philosophical theories about the nature and justification of moral principles of rightness, obligation, and value. Special emphasis is given to the contemporary developments of such theories.

**370. PHILOSOPHY AND SOCIAL CLASS 3 cr.** Philosophical investigation of social class distinctions, focusing on their structural, moral, and psychological ramifications.

**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 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.

**387. PHILOSOPHY OF NATURE 3 cr.** The philosophical principles of nature, including finality, change, time, and the nature of life. Includes discussion of the relationship of natural philosophy to natural science and theology. Offered at Borromeo Seminary.

**388. PHILOSOPHY OF LOVE AND SEX 3 cr.** Critical exploration of how we think, speak, and practice the concepts of “love” and “sex” in our daily lives. Course readings are informed by feminist theory, queer theory, postcolonial theory, and/or critical race theory. Topics include media portrayals of love and sex, masculinity and femininity, sexuality, domestic abuse, sexual assault, pornography, sex and oppression, and activism.

**390. PHILOSOPHY OF RACE AND RACISM 3 cr.** Study of classical and contemporary formulations of the concept of race, the nature of modern and contemporary racism, and contemporary constructions and experiences of racial identity in the U.S.

**396. 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.

**399. VALUES AND SOCIETY SPECIAL TOPICS 1-3 cr.** In-depth study of specific philosophical theories and problems of a particular philosopher’s work.

### **ADVANCED COURSES. Designed for majors and minors.**

**425. PHILOSOPHY OF THE HUMAN PERSON 3 cr.** Philosophical reflection on fundamental and enduring questions about human beings and their relationship to the universe. Readings from classical and contemporary sources. Offered at Borromeo Seminary.

**450. SEMINAR 3 cr.** Specific questions on important topics or philosophers. Course subject will be listed in the semester schedule.

**495. SENIOR THESIS 3 cr.** Prerequisites: permission of instructor and chair. 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.)

**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.

# Physics (PH) Engineering Physics (EP)

*Professors:* G. Lacueva (Associate Dean), A. R. Day, J. S. Dyck (Chair), N. K. Piracha; *Associate Professor:* P. Tian

The Department of Physics 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 that 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.

Four major programs are offered. Three lead to a Bachelor of Science in physics, and one leads to a Bachelor of Arts. The Bachelor of Science programs are physics, engineering physics, 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.A. Physics Major**

This major provides students with a comprehensive introduction to the discipline and the opportunity to explore some areas of physics in greater depth. It is appropriate for students preparing for secondary school teaching and fits well with an environmental studies concentration, preparation for law, or business school.

## **B.S. Physics Major**

This major requires an in-depth study of the core areas of physics and a selection of upper-division courses such as thermal physics, atomic and molecular physics, condensed matter physics, or other engineering electives. This program provides a solid preparation for graduate study in physics, materials science, or medical physics.



### **B.S. Engineering Physics Major**

This major requires an in-depth study of the core areas of physics and a selection of engineering physics courses. Typically, this program leads to employment in the fields of engineering development or applied physics, or to graduate study in related fields.

### **B.S. Interdisciplinary Physics Major**

This major requires an in-depth study of the core areas of physics and a selection of courses from the departments of biology, chemistry, and mathematics and computer science, or from the Boler School of Business. This is the best choice for students interested in the five-year M.B.A. program of the Boler School of Business. In addition, this program can be arranged to prepare for environmental science, technical sales, or patent law.

### **Engineering Programs**

Students interested in engineering have the following options:

1. Participate in the binary (3-2) program with Case Western Reserve University (CWRU). Students attend John Carroll University for three years and then transfer to CWRU for two years; they receive both a bachelor's degree (B.S. or B.A.) from John Carroll University and a B.S. in Engineering from CWRU. The program is open to any student who completes the prerequisite courses (in calculus, physics, chemistry, and computer science) and maintains an overall 3.0 GPA and a 3.0 GPA in science and mathematics courses.
2. Participate in the 2-2 program with University of Detroit Mercy (UDM). Students complete a two-year pre-engineering program at John Carroll University and then transfer to UDM for two years of engineering. They receive a Bachelor of Engineering from UDM.
3. Complete a B.S. in engineering physics at John Carroll University and then pursue graduate work in engineering. Students who choose this option may start taking engineering courses while at John Carroll through the Northeast Ohio Commission on Higher Education Cross-Registration Program.

For further details concerning engineering programs, see the section of this *Bulletin* entitled "Preparation for Graduate and Professional Study."

### **Teaching Licensure**

Students interested in majoring in physics in preparation for teaching physics at the secondary level should consult both the Department of Physics and the Department of Education and School Psychology at the earliest opportunity. The B.A. in physics provides a comprehensive background in physics while allowing some flexibility for completing the licensure requirements of the State of Ohio.

## Program Learning Goals in Physics

Students will:

1. Demonstrate a solid understanding of the core principles and concepts of physics.
2. Apply mathematical, analytical, computational, and experimental skills to model the behavior of physical systems, solve a wide range of physics problems, design and conduct experiments to measure and interpret physical phenomena, and to critically evaluate scientific results and arguments, both their own and those of others.
3. Effectively communicate scientific hypotheses, research methods, data and analysis both orally and in writing and in a variety of venues.
4. Demonstrate awareness of professional responsibilities and good citizenship as members of the scientific community.
5. Be prepared to enter graduate school or employment appropriate to their chosen career path.
6. Apply core principles and skills to a variety of engineering problems (Engineering Physics only).



## Major and Minor Requirements

**B.A. in Physics Major.** 39 credit hours: PH 135, 135L, 136, 136L, 246, 247, 347, 348, 349, 407 or 408; EP 217, 260, 260L; plus 14 more PH or EP credits at the 300-400 level, of which 8 credits must be chosen from (PH 315 and 315L), (PH 365 and 365L), (PH 445 and 445L), and (EP 451 and 451L).

*Required Mathematics Support Courses.* 12 hours: MT 135, 136, 233.

*Required Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.

**B.S. in Physics Major.** 53 credit hours: PH 135, 135L, 136, 136L, 246, 247, 315, 315L, 347, 348, 349, 365, 365L, 407 or 408, 445, 445L; EP 217, 260, 260L, 451, 451L; plus 12 credit hours of upper-division technical electives approved by the physics department (normally PH, EP, MT, or CS courses). The 12 hours of electives must include at least 6 hours of PH lecture credit.

*Required Mathematics Support Courses.* 12 hours: MT 135, 136, 233.

*Required Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.

**B.S. in Engineering Physics Major.** 55 credit hours: PH 135, 135L, 136, 136L, 246, 247, 315, 315L, 47, 348, 349, 365, 365L, 407 or 408, 445, 445L; EP 217, 260, 260L, 451, 451L; plus 14 credit hours of upper-division technical electives approved by the physics department (normally PH, EP, MT, or CS courses). The 14 hours of electives must include at least 6 hours of EP lecture credit and 2 hours of EP lab credit.

*Required Mathematics Support Courses.* 12 hours: MT 135, 136, 233.

*Required Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.

**B.S. in Interdisciplinary Physics Major.** 54-62 credit hours: PH 135, 135L, 136, 136L, 246, 247, 315, 315L, 347, 348, 349, 365, 365L, 407 or 408, 445, 445L; EP 217, 260, 260L, 451, 451L; plus interdisciplinary support courses from BL, CH, MT, CS, PS, or the Boler School of Business:

Either

An additional 21 credit hours of lower-division courses, which must include 4 credit hours of laboratory courses.

Or

An additional 15 credit hours, at least 8 of which must be upper-division courses.

*Required Mathematics Support Courses.* 12 hours: MT 135, 136, 233.

*Required Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.

Note: For all B.S. programs, up to 8 hours of electives (up to 2 hours of lab credit) may be satisfied by courses in science or engineering offered at other colleges and universities participating in the Northeast Ohio Council on Higher Education Cross Registration Program (subject to approval by the physics department).

**Minors in Physics and Engineering Physics.** 20 credit hours: PH 135, 135L, 136, 136L, 246, 247, plus six more PH or EP credits at the 200-400 level.

*Required Mathematics Support Courses.* 12 hours: MT 135, 136, 233.

**PHYSICS (PH)**

**107. INTRODUCTORY PHYSICS BY EXPERIMENT I 4 cr.** Corequisite: PH 107L. For students who are not majoring in the physical sciences, especially students majoring in education. An inquiry-based introduction to fundamental concepts of physics. Meets for 5 hours per week 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.** 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 designed to develop an appreciation of the scientific method and the methodology used to acquire data. Software developed in the CLEA Project provides experiments involving the measurement of properties of stars and the study of planetary motion.

**115. ENVIRONMENTAL EARTH SCIENCE 3 cr.** Corequisite: PH 115L. Interdisciplinary approach to the study of our planet, from its origins to current challenges. Formation of the earth, matter and minerals, the rock cycle, plate tectonics, earthquakes, volcanism, water and air movement, and climate change.

**115L. ENVIRONMENTAL EARTH SCIENCE LABORATORY 1 cr.** Corequisite: PH 115. Experiments and field trips designed to complement PH 115. Two hours of laboratory per week.

**123. WOMEN SCIENTISTS AND RADIOACTIVITY 3 cr.** Study of radioactivity and its modern applications. Examination of the historical development of the field through the lives of key women scientists; questions of inclusion in science; and the impact of our understanding of radioactivity, including radiation technology and radioactive waste disposal.

**123L. WOMEN SCIENTISTS AND RADIOACTIVITY LABORATORY 1 cr.** Corequisite: PH 123. Experiments and simulations designed to complement PH 123. Two hours of laboratory per week.

**125. GENERAL PHYSICS I 3 cr.** Corequisite: PH 125L. Suitable for biology, premedical, and pre dental 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 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: 126L. Suitable for biology, premedical, and pre dental 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.

**135-136. PHYSICS I, II 4 cr. each.** Prerequisites or corequisites: MT 135, 136; PH 135L-136L. For science, mathematics, and pre-engineering majors. 135: mechanics and thermal physics; 136: electricity, magnetism, vibrations, and waves. Emphasis on the foundations of physics and the applications to the physical sciences and engineering. Students who have not had high school physics should consult with the department chair prior to registering.

**135L-136L. PHYSICS WORKSHOPS I, II 1 cr. each.** Corequisites: PH 135-136. Experiments and simulations designed to aid assimilation of selected topics treated in PH 135-136. Two hours of laboratory per week.

**197. SPECIAL TOPICS IN PHYSICS 1-3 cr.** 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.

**206. EARTH SYSTEMS SCIENCE 3 cr.** Prerequisite: PH 115. A study of earth's systems, including soil, water, and the energy flow between them. Focus on biogeochemical cycles and how they relate to resource use and management. Two Saturday field trips will be required.

**246. MODERN PHYSICS 3 cr.** Prerequisite: PH 136. Basic physical theories governing elementary particles, nuclei, atoms, molecules, and their interactions; relativity, quantum theory.

**247. MODERN PHYSICS LABORATORY 1 cr.** Prerequisite: PH 246. Experiments from modern physics. Measuring fundamental constants. Error propagation and analysis. Two hours of laboratory per week.

**315. CLASSICAL MECHANICS 3 cr.** Prerequisites: PH 136, EP 217; corequisite: PH 315L. Newtonian and Lagrangian formulation of classical mechanics. Oscillations, coupled oscillators, central forces, rigid body dynamics, rotating reference frames. Oscillatory motion, central-force motion, non-inertial reference frames, and dynamics of rigid bodies. Mathematical concepts that arise in mechanics.

**315L. CLASSICAL MECHANICS WORKSHOP 1 cr.** Corequisite: PH 315. Two hours of workshop per week supporting PH 315. Includes mathematical, computer, and experimental exercises.

**325. THERMAL PHYSICS 3 cr.** Prerequisites: PH 136, EP 217. Laws of thermodynamics, entropy, phase transitions, classical and quantum statistical mechanics. Application to ideal and non-ideal systems.

**330. ATOMIC AND MOLECULAR PHYSICS 3 cr.** Prerequisites: PH 246, EP 217. Development of the theory of atomic and molecular structure. Applications of the theory to optical spectroscopy and laser physics.

**347. ADVANCED LABORATORY 2 cr.** Prerequisite: PH 247. Four hours of laboratory per week. Students will perform a range of experiments in contemporary physics. The main focus will be on advanced laboratory techniques using research-grade equipment and on data analysis and presentation.

**348. PHYSICS SEMINAR I 0 cr.** Meets weekly. Students must attend the monthly physics colloquium, where speakers from a variety of physics and engineering fields present their research, as well as additional presentations focused on career and graduate school preparation. Graded SA/FA.

**349. PHYSICS SEMINAR II 0 cr.** Students must attend the monthly physics colloquium as described in PH 348. Graded SA/FA.

**365. ELECTRICITY AND MAGNETISM 3 cr.** Prerequisites: PH 136, EP 217; corequisite: PH 365L. Classical theory of electricity and magnetism. Electrostatics, dielectrics, magnetic fields, electromagnetic induction, Maxwell's equations, and radiation. Mathematical concepts that arise in E & M, including boundary value problems.

**365L. ELECTRICITY AND MAGNETISM WORKSHOP 1 cr.** Corequisite: PH 365. Two hours of workshop per week supporting PH 365. Includes mathematical, computer, and experimental exercises.

**395. INDEPENDENT STUDY 1-3 cr.** Prerequisites: junior standing and acceptance of the study topic by a member of the department who agrees to monitor the study.

**396. INDEPENDENT LABORATORY STUDY 1-3 cr.** Prerequisites: junior standing and acceptance of the study topic by a member of the department who agrees to monitor the study.

**397. SPECIAL TOPICS 1-3 cr.** Prerequisite: junior standing. Topics may be published in the schedule of classes for the applicable term.

**407, 408. SENIOR RESEARCH OR DESIGN PROJECT 2 cr. each.**

Prerequisite: senior standing. Four hours of laboratory per week. Participation in an independent research or design project under the supervision of a faculty member.

**445. QUANTUM PHYSICS 3 cr.** Prerequisites: PH 246, EP 217; corequisite: PH 445L. The foundations and fundamental principles of quantum physics. Hilbert space formalism, operators, eigenvalues and eigenvectors. Landmark experiments in quantum physics. Application of quantum theory, including angular momentum, one-dimensional systems, atoms and molecules.

**445L. QUANTUM PHYSICS WORKSHOP 1 cr.** Corequisite: PH 445. Two hours of workshop per week supporting PH 445. Includes mathematical, computer, and experimental exercises.

**485. CONDENSED MATTER PHYSICS 3 cr.** Prerequisites: PH 246, EP 217. Atomic structure of crystals, electronic structure of metals, insulators, and semiconductors; electron transport; optical properties.

**495. INDEPENDENT STUDY 1-3 cr.** Prerequisites: junior or senior standing and acceptance of the study topic by a member of the department who agrees to monitor the study.

**496. INDEPENDENT LABORATORY STUDY 1-3 cr.** Prerequisites: junior or senior standing, permission of the department chair, and acceptance of the study topic by a member of the department who agrees to monitor the project.

**497. SPECIAL TOPICS 1-3 cr.** Prerequisite: junior or senior standing. Topics may be published in the schedule of classes for the applicable term.

**497L. SPECIAL TOPICS LABORATORY 1 cr.** Prerequisite: junior or senior standing. Experiments designed to complement the material covered in PH 497.

## **ENGINEERING PHYSICS (EP)**

**217. MATHEMATICAL METHODS OF PHYSICS AND ENGINEERING 3 cr.** Prerequisite: MT 136. A survey of mathematical methods in physics and engineering with an emphasis on techniques and applications of ordinary differential equations. Includes qualitative and numerical solutions, Laplace transforms, Fourier series, systems of linear equations, matrices and determinants.

**260. ELECTRONICS CIRCUITS 3 cr.** Prerequisites: PH 136, MT 136; corequisite: EP 260L. Topics include DC/AC circuits and their analysis and basic semiconductor.

**260L. ELECTRONICS CIRCUITS LABORATORY 1 cr.** Corequisite: EP 260. Two hours of laboratory per week. Familiarization with oscilloscopes and other test instruments. D.C. and A.C. circuit measurements. Experiments with diode and transistor circuits.

**451. NUMERICAL PHYSICS 3 cr.** Prerequisite: EP 217; corequisite: EP 451L. Computational methods for physics and engineering using MATLAB®. Topics include interpolation and curve fitting, solution of systems of equations, solution of ordinary and partial differential equations.

**451L. NUMERICAL PHYSICS WORKSHOP 1 cr.** Corequisite: EP 451. Two hours of workshop per week supporting PH 451. Includes mathematical and computer exercises.

**454. OPTICS 3 cr.** Prerequisite: PH 136; EP 217; corequisite: EP 454L. Introduction of electromagnetic theory, geometric and physical optics, and selected topics of modern optics.

**454L. OPTICS LABORATORY 1 cr.** Corequisite: EP 454. Two hours of laboratory per week. Experiments in optics including lenses and mirrors, polarization, interference, diffraction, and lasers.

**467. SIGNALS AND SYSTEMS 3 cr.** Prerequisites: EP 217; EP 260; corequisite: EP 467L. Basic concepts of signals and linear systems, including convolution, continuous and discrete time Fourier analysis, and applications such as sampling and communication systems.

**467L. SIGNALS AND SYSTEMS LABORATORY 1 cr.** Corequisite: EP 467. Experiments complementing EP 467. Practical experience with discrete-time and continuous-time signals. Simulation of discrete-time and continuous-time systems using MATLAB®. Two hours of laboratory per week.

**475. ELECTRONIC DEVICES 3 cr.** Prerequisite: EP 260; corequisite: EP 475L. Analysis and design of circuits using discrete or special electronic devices: diodes, transistors, FETs, thyristors, power supply circuits and optoelectronic devices.

**475L. ELECTRONIC DEVICES LABORATORY 1 cr.** Corequisite: EP 475. Experiments complementing EP 475. Practical experience in designing, breadboarding, and testing circuits using discrete solid-state devices. Two hours of laboratory per week.

**478. DIGITAL DESIGN 3 cr.** Prerequisites: MT 136, EP 260; corequisite: EP 478L. Boolean algebra, combinational and sequential logic design, arithmetic and logic circuits. Digital devices and their applications. Offered every other year.

**478L. DIGITAL DESIGN LABORATORY 1 cr.** Corequisite: EP 478. Two hours of laboratory per week. Practical experience in designing, implementing, and testing fairly complex digital circuits.

**495. INDEPENDENT STUDY 1-3 cr.** Prerequisites: junior or senior standing, permission of the department chair, and acceptance of the study topic by a member of the department who agrees to monitor the study.

**496. INDEPENDENT LABORATORY STUDY 1-3 cr.** Prerequisites: junior or senior standing, permission of the department chair, and acceptance of the study topic by a member of the department who agrees to monitor the project.

**497. SPECIAL TOPICS 1-3 cr.** Prerequisite: junior or senior standing. Topics may be published in the schedule of classes for the applicable term.

**497L. SPECIAL TOPICS LABORATORY 1 cr.** Prerequisite: junior or senior standing. Experiments designed to complement the material covered in EP 497.



# Political Science (PO)

*Professor:* M. E. Farrar (Dean); *Associate Professors:* A. Sobisch, P. A. Mason (Associate Dean), E. A. Stiles, M. J. Peden, J. J. Ziemke; *Assistant Professors:* D. R. Hahn (Chair), D. N. Birch, C. D. Swearingen

Firmly rooted in the tradition of the liberal arts and sciences, political science focuses its study on the political aspects of the social world. The Department of Political Science offers courses on political institution, law, public policy, the political economy of development, foreign area studies, and political theory. The goals of the department are: (1) to promote student learning about politics and political science; (2) to improve basic intellectual skills—analytical reasoning, critical thinking, writing, oral 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 graduate studies (in political science and related fields) and careers, particularly in government, politics, education, political journalism, law, and the private sector (domestic and international).

The major requires seven core courses and six elective courses. The seven core courses are: United States Politics (PO 101), Comparative Politics (PO 102), International Relations (PO 103), Political Thought (PO 104), Introduction to Methods (PO 200), Political Science Research Methods (PO 300), and Political Science Research Methods Lab (PO 300L). Students are strongly encouraged to take PO 300 and the corequisite PO 300L in their junior year. Students must take PO 200 before taking PO 300. The six elective courses may be concentrated in one area to complete a track, or distributed across several areas. PO 105 is an elective for the major and satisfies the QA requirement for the University Core.

Political science majors are also required to take the Major Field Achievement Test during the second semester of their senior year. The test is administered by the political science department. Before taking an upper-level course in a given area, the department recommends (and in certain courses it is required) that students first take the 100-level foundational course corresponding to that area of study. In addition, students must take PO 200 before taking PO 300. The department sponsors the Mu Upsilon chapter of Pi Sigma Alpha, the national political science honor society. Membership is open to students whose academic record reflects outstanding achievement and demonstrated interest in the study of political science.

## Program Learning Goals for Political Science

Students will:

1. Demonstrate knowledge of the major fields of political science: American, comparative, IR, theory, and methods.
2. Demonstrate academic and intellectual skills: critical analysis; academic writing; and oral communication.
3. Be engaged in and aware of local, national and global politics.
4. Be prepared, according to interest, for graduate programs and/or careers related to political science (e.g. public policy, law, political journalism, international service).

### **Major and Minor Requirements**

**Major in Political Science:** 37 credit hours. The political science core: PO 101, 102, 103, 104, 200, 300, 300L; 18 hours of elective courses, selected from among PO 105 and all PO courses above PO 200 not specifically required for the major. These elective courses may be concentrated in one area or distributed across several areas. At least three hours of these electives must be at the PO 400 level, and only nine hours of electives for the major may be chosen from lower-division elective courses. Team-taught or other interdisciplinary courses will count toward the major at the chair's discretion.

#### **Tracks within the major of Political Science**

Students majoring in political science may also complete a track within the major as a way of developing expertise through focus in a particular area.

**Law and Society:** 18 hours. PO 314 or 315, 317, and 417 or 440 (or equivalent course by petition); and 9 hours elected from among PO 207, 305, 310, 313, 314, 315, 340, 395 (if relevant and by petition), 417, 440, 441, 499 (if relevant and by petition); PL 289, 320; MN 461.

This track is for those majors interested in the study of law and its relationship to society and social theory. It is also useful for those students interested in pursuing a career in law.

**Global and Foreign Area Studies:** 18 hours. PO 256, 335, 336 and 9 hours elected from among PO 241, 254, 320, 321, 326, 328, 330, 331, 332, 333, 334, 345, 346, 351, 355, 356, 396, 397, 445, 457, 458, 499 on a topic related to IR or Comparative (by petition).

This track is for those majors who wish to prepare themselves for advanced study in comparative or IR, or for a government or private sector career dealing with foreign affairs.

**Methods and Spatial Analysis:** 12 hours. In addition to the three methods courses required of all PO majors, this track requires MT 122, PO 203, 303 (or related course by petition), and 324 or 335.

This track is for majors who wish to develop skills in data analysis with particular emphasis on the expanding field of spatial analysis.

## Minor Requirements

**(The minors in Political Science are available only to non-majors.)**

**Minor in United States Politics:** 18 hours. PO 101, and 15 hours elected from among PO 203, 207, 241, 295, 298, 301, 302, 303, 304, 305, 309, 310, 312, 313, 314, 315, 316, 317, 318, 319, 340, 343, 344, 361, 363, 395, 417, 440, 441, 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 PO 220, 241, 254, 256, 296, 297, 311, 320, 321, 326, 328, 330, 331, 334, 335, 337, 344, 345, 346, 351, 355, 356, 396, 397, 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, with no more than 6 hours at the 200 level.

**NOTE:** With department chair permission, PO 398 can be used to fulfill minor requirements in U.S. Politics *or* Foreign Affairs depending on the specific emphasis of a particular PO 398 offering. All political science special topics courses may count toward the minor in General Political Science.

### Interdisciplinary Majors and Minors with Political Science Faculty

**Collaborators:** East Asian Studies; Peace, Justice, and Human Rights; Women's and Gender Studies.

**101. UNITED STATES POLITICS 3 cr.** The U.S. 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 study of political behavior and institutions through a comparative perspective.

**103. INTERNATIONAL RELATIONS 3 cr.** Origin, nature, and development of the modern state system. International conflict and its management by political and legal means. Concepts include sovereignty, nationalism, national power and security, balance of power. Contemporary international issues.

**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.

**105. POLITICAL ANALYSIS 3 cr.** Introduces students to foundational quantitative analysis in a political context, specifically describing and representing data, posing precise and testable questions, drawing inferences from data, analyzing data, and understanding appropriate statistical software.

**200. INTRODUCTION TO METHODS 3 cr.** Introduces various approaches used in the social sciences to understand the socio-political world and provide causal explanation for its discernible patterns and features. Includes the basics of forming a research hypothesis and a review of the literature relevant to a research project. Required of all political science majors and a prerequisite for PO 300 and PO 300L.

**203. GIS I 3 cr.** Introduction to the theory and practice of geographic information science through computer-based processing tools, specifically geographic information systems (GIS). Students will study fundamentals of GIS components, spatial data models, integration of coordinate systems, digital data sources, spatial database functions, spatial analysis, thematic mapping, and data quality. Applications include political analysis, land use planning, public health mapping, environmental management, and demographic mapping.

**207. POLITICS OF EQUALITY 3 cr.** Defining the concept of equality within its legal, political, social, and economic frameworks. Includes examination of the categories of race, sex, and sexual orientation.

**210. MODEL ARAB LEAGUE SIMULATION 3 cr.** Explores the functioning of international organizations through participation in Model Arab League Conferences and develops oral and written capabilities as well as critical thinking. Includes travel to participate in both regional and national conferences.

**220. EUROPEAN UNION SIMULATION 3 cr.** Simulation course that 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. HISTORY, 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.** Broad historical and regional overview of the political, economic, and social issues that have shaped today's Latin American politics. Focus on various countries suited to student interest and current events.

**256. GLOBALIZATION AND ECONOMIC DEVELOPMENT 3 cr.** Introduction to the major political and economic forces of historical development from the explosive encounter of Europe with the Americas at the initiation of the "Colombian exchange" to the collapse of time and distance with the introduction of digital technology and the Internet.

**295. SPECIAL TOPICS IN UNITED STATES POLITICS 3 cr.** Course title will be listed in the semester course schedule. Special-topics courses at the 200 level are designed for first- and second-year students or for prospective majors.

**296. SPECIAL TOPICS IN COMPARATIVE POLITICS 3 cr.** Course title will be listed in the semester course schedule. Special-topics courses at the 200 level 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. Special-topics courses at the 200 level 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. Special-topics courses at the 200 level are designed for first- and second-year students or for prospective majors.

### **Advanced Courses**

**300. POLITICAL SCIENCE RESEARCH METHODS 3 cr.** Prerequisite: PO 200; corequisite: PO 300L. Examines principles of political (and social) science research. The key tools of quantitative social science research: variables, hypotheses, measurement, research designs, sampling, data collection, and data analysis. Should be taken by the end of the junior year.

**300L. POLITICAL SCIENCE RESEARCH METHODS LAB 1 cr.** Corequisite: PO 300.

**301. U.S. CONGRESS 3 cr.** Prerequisite: PO 10L. 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. GIS II 3 cr.** Prerequisite: GIS I. Addresses spatial applications and modeling in GIS. Students will gain experience in the use of buffering, overlay, spatial operators, Boolean search operators, programming, surface modeling, geocoding, spatial modeling, and network and routing applications.

**304. 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 are investigated to illustrate both the actual and symbolic impact of the policy process within diverse political settings.

**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 U.S.

**309. BUDGET AND PUBLIC POLICY 3 cr.** Analysis of policy issues related to the federal budget and social programs, e.g., Social Security, welfare, and healthcare.

**310. THE POLITICS OF RACE 3 cr.** Analysis of race as a social, political, and legal construct; 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. U.S. FOREIGN POLICY 3 cr.** Prerequisites: PO 101 and PO 103 or PO 102. Sources, conduct, and effects of U.S. foreign policy from the standpoint of various analytical frameworks.

**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.

**313. WRONGFUL CONVICTIONS 3 cr.** Examines the laws related to the exoneration of innocent people wrongfully convicted of crimes. Students will explore related cases, including false eyewitness testimony, false confessions, ineffective assistance of counsel, police and prosecutorial misconduct, and false forensic evidence. Discussion of legal standards involved in habeas litigation, the parole processes, and post-release compensation.

**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.

**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. Prerequisite:** PO 101. Focusing primarily on the U.S., 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.** Prerequisite: PO 101. 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.** Prerequisite: PO 101. 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.

**319. U.S. ELECTIONS 3 cr.** Analysis of candidate recruitment, nomination processes, campaign strategies, campaign finance, voting behavior, and reform proposals in congressional and presidential elections. (Offered every two years on the election cycle.)

**320. CHRISTIAN DEMOCRACY IN EUROPE 3 cr.** Prerequisite: PO 102. One of the most important contemporary political movements in Europe. Development of Catholic political and social thought from the French Revolution to the present; the role played by Christian Democratic parties in eight countries today.

**321. THE POLITICS OF THE EUROPEAN UNION 3 cr.** Prerequisite: PO 102. A more advanced course on the European Union than PO 220, going well beyond its history, institutions, and processes. Analyzes in detail some key issues and controversies within the EU concerning its structure of governance, its purpose, and its future. Includes participation in the EU Simulation in Washington, D.C., in November.

**324. CRISIS MAPPING, NEW MEDIA AND POLITICS 3 cr.** How to collect, visualize, analyze, and understand crowd-sourced event data; also, the ethical, political, and privacy implications of this approach, as well as a variety of applications in this domain.

**325. POLITICS OF THE LEAGUE OF ARAB STATES 3 cr.** Focuses on achieving an understanding of international issues and the function of international organizations with specific emphasis on Arab States. Develops diplomatic capabilities, persuasion skills, and proficiency in parliamentary procedure. Includes travel for participation in the Model Arab League conferences.

**326. COMPARATIVE POLITICS OF THE MIDDLE EAST 3 cr.** Studies the institutions, histories and diverse arrays of cultures, religious movements, social movements, and political systems of the Middle East.

**328. THE MIDDLE EAST IN FILM AND MEDIA 3 cr.** Explores the Middle East through film and media. Focuses on discussions of the diversity of religious, political, and social trends in the area along with an emphasis on bias and stereotypes portrayed in both audio-visuals and readings.

**330. INTERNATIONAL POLITICS OF THE MIDDLE EAST 3 cr.** International issues and conflicts of the Middle East and their influences across the world studied within the context of the history of the area and theories of international relations. Provides a deeper understanding of the area and the system which produced the international relations in the Middle East today.

**331. U.S. FOREIGN POLICY IN THE MIDDLE EAST 3 cr.** Overview of U.S. policy in the Middle East from the end of World War II to the present. Examines U.S. policy through the interplay of factors such as national interest, the Cold War, the new world order, ongoing wars, and U.S. relations with a number of Middle Eastern countries.

**332. AFRICAN POLITICS 3 cr.** Historical perspective on topics of colonialism, independence movements, neopatrimonialism, nationalism, democratization, conflict, genocide, women's movements, civil society, and HIV/AIDS, with an emphasis on variation across space and time.

- 333. INTERNATIONAL CONFLICT AND SECURITY 3 cr.** Prerequisite: PO 103. Sources of insecurity for states and individuals, including genocide, insurgency, civil wars, interstate conflicts, and other global threats. Discusses the psychological, social, and material impact of insecurity and war on combatants and their families.
- 334. INTERNATIONAL INSTITUTIONS, LAW, AND HUMAN RIGHTS 3 cr.** Prerequisite: PO 103. Focus on international organizations such as the International Criminal Court that have emerged to help the international community cope with egregious abusers of human rights. Analysis of their structure, theory, procedure, operation, and problems, as well as their role in maintaining peace and security among member states.
- 335. POLITICAL GEOGRAPHY 3 cr.** Analysis of the spatial aspects of power, including an examination of fundamental concepts such as territory and scale, as well as the various geopolitical frames that have been imposed on the world.
- 336. INTERNATIONAL POLITICAL ECONOMY 3 cr.** Prerequisite: PO 103. Trends in the global economy, including institutions designed to facilitate rules between world states; processes shaping globalization; and questions related to development and poverty, debt, and fair trade.
- 337. COMPARATIVE HEALTH POLICY 3 cr.** Prerequisite: PO 102. Introduction to the basic concepts, issues, and dilemmas of public health and healthcare policy. Provides students with the vocabulary and tools of comparative public health/healthcare policy analysis by examining in detail the promises and problems of various healthcare systems worldwide.
- 340. LAW AND FILM 3 cr.** Explores the interplay between law and popular culture as represented by film. Also considers important themes in the study of law and judicial politics, including the relationship between law and justice, the practice of law, and the role of courts and trials in a political system.
- 341. ANCIENT AND MEDIEVAL POLITICAL THOUGHT 3 cr.** The foundations of Western political thought. Particular emphases may vary in different semesters, but will include competing and changing conceptions of human nature and community, ideas about law, the emergence of the secular and the “people” in Europe, and basics of medieval Islamic thinking about politics.
- 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.**

Historical, comparative, and theoretical perspectives on topics related to democratic thought and practice, including human rights, civil rights, majoritarianism, representation, nationalism, and collective violence.

**345. JAPANESE POLITICS AND POLITICAL CULTURE 3 cr.** Explores foundational issues in political science through consideration of Japanese political culture, politics, and government, as well as Japan's situation in a changing Asia.

**346. CHINESE POLITICS AND POLITICAL CULTURE 3 cr.** Considers Chinese politics and government—both regional and national—as they evolve in a rapidly changing society, as well as China's “peaceful rise.”

**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, IDENTITY, AND DEVELOPMENT IN LATIN AMERICA 3 cr.** Examines various identities including national, religious, indigenous, “ladino,” and others as groups have mobilized in response to political and economic change. Includes a historical overview of Latin America and gives particular emphasis to the interactions of Catholicism with other traditions important in Latin American political development.

**356. POLITICAL TRANSFORMATION: CASE STUDIES FROM LATIN AMERICA 3 cr.** Prerequisite: PO 102. Intensive examination and comparison of recent political and economic developments in major countries or regions of Latin America, e.g., Mexico, Brazil, Chile, Venezuela, the Andes, or Central America.

**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, law and policy.

**390. INTERNSHIP 1-6 cr.** Internship 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 UNITED STATES POLITICS 3 cr.** Topic listed in semester schedule. Students may register for more than one 395 course on advice of academic advisor.

**396. SPECIAL TOPICS IN COMPARATIVE POLITICS 3 cr.** Topic listed in semester schedule. Students may register for more than one 396 course on advice of academic advisor.

**397. SPECIAL TOPICS IN INTERNATIONAL RELATIONS 3 cr.** Topic listed in semester schedule. Students may register for more than one 397 course on advice of academic advisor.

**398. SPECIAL TOPICS IN POLITICAL THOUGHT 3 cr.** Topic listed in semester schedule. Students may register for more than one 398 course on advice of academic advisor.

**399. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of chair. Directed reading or individual research.

**401. SENIOR THESIS 3 cr.** Prerequisites: PO 300/300L and permission of instructor. Research of a topic in political science. Reviewing past research, developing a research plan, carrying out the research plan, and writing the thesis.

**410. AMERICAN PRESIDENCY 3 cr.** Prerequisite: PO 101 and PO 200. 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.

**417. 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 as to how and why the Court renders its decisions, how it determines its docket and case load, and the impact of its decisions. Includes significant independent research component.

**440. 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.

**441. CONSTITUTIONAL THEORY 3 cr.** Study of the relationship between constitutional law and political theory. An analysis of the various modes of constitutional interpretation and landmark Supreme Court cases will lead to the identification of fundamental concepts and principles of political theory that underlie the evolution of constitutional doctrine. This will help students understand the ongoing theoretical debate about the role of constitutional interpretation in American democracy.

**445. NATIONALISM AND CITIZENSHIP 3 cr.** The two dominant ways of interpreting political identity today, with both a theoretical and empirical component. Relationship between ascriptive identity and democracy, meaning of patriotism, impact of colonialism and race-thinking, and examination of possibilities for shared political life beyond the nation-state.

**450. POLICY ANALYSIS AND PROGRAM EVALUATION 3 cr.** Conceptual introduction to policy analysis as well as application tools. Understanding of program evaluation techniques as well as their place in policy evaluation feedback.

**446. MARXIST THOUGHT 3 cr.** The varieties of Marxism, including Marx, Lenin, Rosa Luxemburg, and Antonio Gramsci. Significant emphasis on leadership and party politics, hegemony, imperialism, culture, ideology, and the role of gender and race analysis in Marxist thought. Involves significant reading and writing.

**457. SEMINAR IN COMPARATIVE POLITICAL THOUGHT 3 cr.** Compares contemporary Confucian, Islamic, and varieties of Western political thinking on contemporary political issues. Thematic focus varies by semester.

**458. TOPICS IN POLITICAL DEVELOPMENT 3 cr.** Prerequisite: PO 102 or permission of instructor. Uses a different theme each semester it is offered. Examines topics from around the globe related to political transformation and economic development.

**464. UTOPIAN THOUGHT 3 cr.** Role of utopian thought in the development and evolution of Western political theory. Readings on political theory and literary utopias. Application of utopian thought to contemporary issues, e.g., destruction of natural environment, political and social inequality, globalization and community, science and technology, and moral relativism.

**498. ADVANCED INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of chair. Senior- and/or graduate-level directed reading or independent research.

**499. SEMINAR 3 cr.** Courses on a variety of topics taught in a seminar format.



# Pre-Health Professions (PHP)

Dr. Kathleen C. Lee, Assistant Dean for Health Program Advising  
Dr. George S. Lewandowski, MD, Physician in Residence

**121. SURVEY OF HEALTH PROFESSIONS 0-1 cr.** Introduction to the many career options available in healthcare. Meets once weekly and includes speakers representing various healthcare professions. Students develop an Individual Development Plan during the semester.

**122. INTERNSHIP IN MEDICAL-RELATED FIELDS 3 cr.** A nine-week internship that provides students with the opportunity to work and learn alongside experienced medical professionals at the Cleveland Clinic and its facilities in areas such as nursing, pharmacy, radiology, respiratory therapy, and medical technology. Students receive individually structured, full-time learning experiences and research opportunities during the summer. Participants work forty hours per week for each of the nine weeks of the program.

**124. PRIMARY HEALTH PREPARATION 2 cr.** Introduction to the changing face of medicine in the 21<sup>st</sup> century. Explores contemporary medical practice and education through readings in popular literature, social science, ethics, and contemporary medical literature.

**273. CURRENT ISSUES IN POPULATION AND PUBLIC HEALTH 1 cr.** Prerequisite: permission of instructor. Interdisciplinary seminar exploring contemporary population and public health issues in the U.S. and globally. Includes topics such as disease outbreaks, current health policy debates, and the community health implications of environmental issues and lifestyles, with special focus on diversity and ethics. May be repeated for up to 3 credits.

**274. PEER HEALTH ADVOCATE TRAINING COURSE 2 cr.** A 2-credit-hour course for selected Peer Health Advocates. Students who successfully applied to be a Peer Health Advocate and are selected through an interview process are invited to register for the fall semester. Students will utilize the health information presented in class to successfully present peer-to-peer health promotion and wellness programs and demonstrate proficiency in planning, implementing, and evaluating peer health promotion and wellness programs.

**275. GLOBAL HEALTHCARE DELIVERY 3 cr.** Fundamentals of global issues in healthcare. Emphasis on the effects of the increasing intersection of healthcare among cultures as the world becomes more connected with respect to information, communication, and the economy; also, how these developments will change the way healthcare delivery and health policy evolve on a global level.

**473. INTERNSHIPS IN POPULATION AND PUBLIC HEALTH 4 cr.**

Prerequisite: senior standing, permission of instructor, SC 273, and BL 240; prerequisites/corequisites: four additional courses in the Population and Public Health minor. Capstone for Population and Public Health minor. Supervised internship in a public health setting in conjunction with on-campus seminar focused on career development, public health systems, and interdisciplinary analysis of the varieties of public health practices.



# Psychological Science (PS)

*Professors:* H. M. Murphy, E. V. Swenson, D. W. Rainey, B. A. Martin, D. D. Ben-Porath, N. R. Santilli (Associate Provost); *Associate Professors:* J. H. Yost, A. A. Imam, T. Masterson; *Assistant Professors:* S. D. Young (Chair), A. C. Jones

Psychological Science is the scientific study of all aspects of behavior and mental processes. The concepts and methods of science are used in the description, explanation, prediction, and modification of behavior. Psychological science is a broad discipline with ties to both the social and natural sciences. It provides a base for a variety of academic and professional fields, including psychological research, counseling, clinical psychology, social work, business and industry, medicine, human resource, and law. In addition, an interdisciplinary concentration in neuroscience is coordinated through the Department of Psychological Science.

The Department of Psychological Science prepares students with knowledge in the core areas of psychology, critical thinking skills, and the ability to apply the scientific method as preparation for graduate study, work, or service.

## The Psychological Science Major

Psychological Science majors receive a firm grounding in the scientific aspects of the discipline. After completing the introductory psychology course (PS 101), majors choose from a number of courses to gain a foundation in the core areas of the discipline. Once this foundation is achieved, students move on to upper-division specialty courses that add depth to their knowledge of psychology.

Psychological Science majors and minors are also required to complete course work in statistics and psychological research. This training is essential for students to receive adequate preparation for either graduate study or a professional career in psychological science or an allied discipline.

PS 101 is prerequisite to all courses at the 200 level and beyond in Psychological Science, *unless otherwise noted*. PS 101 is the only 100-level course that is counted in the major. Majors may apply other 100-level Psychological Science courses to the University Core enacted prior to the Fall of 2015 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 University Core requirements enacted prior to the Fall of 2015.

**Preparation for Graduate Study in Psychological Science:** Graduate study in Psychological Science takes many forms. Students seek admission in many specialty areas, including clinical, developmental, social, industrial/organizational, sports, comparative, biological, experimental, cognitive, school, or counseling psychology, and neuroscience. The Psychological Science major is also excellent

preparation for medical school and other health professions, law school, business administration, and social work. Students planning to pursue a graduate degree in Psychological Science or an allied discipline should seek a firm foundation in the core areas of the discipline and obtain research experience through additional course work and independent study. The following courses are recommended for students planning graduate study: PS 190, 241, 261, 262, 301/301L, 318/318L, 326, 332/332L, 365, 380/380L, 401, 421, 435, 457, 471, and 497N or 499.

**Specialized Tracks in Psychological Science:** Majors may elect to complete one of the following six tracks in applied Psychological Science. These focused tracks were designed for students with specialized interests in applying psychological principles in business, school, or mental health settings. Because courses in these tracks are not offered every semester, careful planning and course selection will increase the likelihood of successfully completing a track.

**Child and Family Studies:** This track provides an opportunity for students to examine development from prenatal development through the end of life by the integration of theory and practice. There is a focus on the individual and individuals in a family context. This course of study supports students who wish to work in applied settings with children and families after graduation, as well as those who wish to continue to graduate study. Completing both the child and family studies track and the major requires completion of the following courses: PS 101, 261, 262, 301/301L, 326, 332/332L or 380/380L, 342 or SC 255, 365, 415, 435, 455 or 457, 476; SC 225 or 275. **Coordinator:** Dr. Sheri Young.

**Eating Disorders:** This track is intended for students who have an interest in studying eating disorders, and applying theory and research from a clinical, interdisciplinary perspective. While a practicum is not required, students who wish to register for the eating disorders track will become eligible for practicum placement at the completion of PS 381 (Eating Disorders) or with the permission of the track coordinator. Completing both the eating disorders track and the major requires completion of the following courses: PS 101, 261 and 262, 301/301L, 326, 332/332L or 380/380L, 362, 375, 381, 435, 455, 457, 462. Support courses include: PL 350 and 385, PE 200. Courses which are recommended, but not required, include HS 341 and PO 305/305H. **Coordinator:** Dr. Denise Ben-Porath.

**Forensic Psychology Track:** This track is intended for students who have an interest in clinical psychology, forensic psychology, criminology, or law, as well as those who will be seeking employment in the criminal justice system. Requirements for completing both the forensic psychology track and the psychological science major are as follows: PS 101, 301/301L, 370, 435, 457, 471; one of PS 318/318L or 326; one of PS 241, 261, or 262; one of PS 332/332L, 380/380L, or 386; one of PS 470, 482, or 483; and one of PS 375 or 462; one of SC 220, 240, or 345. **Coordinator:** Dr. Elizabeth Swenson.

**Industrial/Organizational Psychology:** This track is intended for two groups of students: those who wish to pursue graduate training and those seeking employment in I/O-related areas. Students prepare for both graduate school and

entry-level positions 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 early in their program. Course prerequisites must be observed. Completing both the I/O track and the psychological science major requires 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 332/332L, 380/380L, 386; four of HR 353, 370, 373, 376, BI 200, LP 203. **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 the advice given above in the section on preparation for 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 track and the psychological science major are as follows: PS 101, 301/301L, 435, 457, 462, 471, 477, 482C, or 483C; one course chosen from PS 241, 261, 262; one of PS 332/332L or 380/380L; one of PS 318/318L or 326; and at least one additional PS elective. **Coordinator:** Dr. David W. Rainey.

**Psychology and Sports Sciences:** This track is intended for students who wish to combine their interests in Psychological Science and sports-related disciplines. It explores issues related to sports from experimental, practical, and interdisciplinary approaches. Completing both the psychological science major and sports sciences track requires the following courses: PS 101, 241, 261 or 262, 301/ 301L, 310, 318/318L or 326, 332/332L or 380/380L, 386, 342, 435, or 455 or 457, and three additional PS electives. Required support courses include PL 312, PE 201/ 201L, 205/205L, 206/206L, 304/304L, and HS 155. **Coordinator:** Dr. John Yost.

### **Interdisciplinary Concentration in Neuroscience**

This interdisciplinary concentration is coordinated by the Department of Psychological Science. The program provides an interdisciplinary approach to the study of physiology, biochemistry, and the behavior of higher animals. It is strongly recommended that students interested in this program investigate the neuroscience concentration as early as possible in their academic careers. Interested students should refer to page 76 in this *Bulletin* for more information. **Coordinator:** Dr. Helen M. Murphy.

### **Co-Operative 3/2 Program with the Mandel School of Applied Social Sciences**

A special agreement with the Mandel School of Applied Social Sciences (M-SASS) at Case Western Reserve University enables qualified Psychological Science majors to enroll in the M-SASS program after their junior year at John Carroll. Successful completion of this two-year program results in a B.S. in Psychological Science from



John Carroll and a master's in social work from Case Western Reserve University. For details, including standards for eligibility, consult the chair of the Department of Sociology and Criminology, who coordinates this program, during freshman year.

### **Program Learning Goals in Psychological Science**

Students will demonstrate:

1. A fundamental knowledge base in the core areas of psychological science.
2. Critical thinking skills and their application.
3. Proficiency in the use of the language of psychological science in both written and verbal form.
4. Expertise in the methods of information gathering, organization, and synthesis as applied to psychological science.
5. Mastery of the experimental method and statistical analysis as practiced by psychologists.
6. An understanding of the ethics and values of the discipline.
7. A readiness for graduate study or for transition into the workforce.
8. Recognition of how psychological science contributes to the understanding of human diversity.

### **Major and Minor Requirements**

**Major in Psychological Science:** 37 credit hours. PS 101, 301/301L; Group A: PS 318/318L **or** 326; Group B: one course chosen from PS 241, 261, 262; Group C: one course chosen from PS 351, 435, 455, 457; Group D: one course chosen from PS 316, 332/332L, 380/380L, 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.

Students must have completed PS 101 and hold a minimum overall 2.5 GPA in order to declare Psychological Science as a major.

At least seven 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 Psychological Science.

*Required Support Courses:* MT 122 and MT 223 (minimum grade of C- required in MT 223) should be taken by the end of the sophomore year. MT 228 or EC 208 may substitute for MT 122.

**Minor in Psychological Science:** 22 credit hours. PS 101, 301/301L, plus one course from each content group (A, B, C, and D), and one elective at the 200 level or higher.

**101. INTRODUCTION TO PSYCHOLOGICAL SCIENCE 3 cr.** Fundamental principles of behavior, including research methods, learning, memory and cognition, biological basis of behavior, perception, motivation, human development, social psychology, personality, psychopathology, and psychological testing. A prerequisite to all PS courses at the 200 level and beyond.

**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 fulfill requirements of the Psychological Science major.

**175. LIFE SPAN DEVELOPMENT 3 cr.** Survey of basic theories and research relative to human growth and development from prenatal development through the end of life, with an emphasis on the physiological, cognitive, socio-emotional, psychological, and cultural changes at various stages of life. Intended for non-majors, particularly those pursuing careers in the health professions. Does not fulfill requirements of the Psychological Science major. Cannot be taken concurrently with PS 261, 262, or 365.

**190. PLANNING FOR GRADUATE SCHOOL IN PSYCHOLOGICAL SCIENCE 1 cr.** Information on preparation for selection of and applying to psychology graduate programs. Does not fulfill requirements of the Psychological Science major. Pass/Fail.

**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. Topics include history, routes of administration, absorption, distribution, metabolism, excretion, and adverse effects of psychoactive drugs. Students intending to follow the neuroscience concentration must take PS 426, not PS 226.

**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 on human growth and development from conception through late childhood, emphasizing the physiological, cognitive, social, emotional, and cultural changes associated with human life. Cannot be taken concurrently with PS 175.

**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, cognitive, socio-emotional, and cultural changes associated with the various contexts of this stage of development (i.e., educational, home and recreational settings). Cannot be taken concurrently with PS 175.

**295. INTRODUCTION TO SPECIAL TOPICS IN PSYCHOLOGICAL**

**SCIENCE 1-3 cr.** A selection of courses on a variety of topics designed for both Psychological Science majors and non-majors; appropriate for exploring special topics at the 200 level. Students seeking a more advanced focus on special topics in Psychological Science should register for PS 395 or 495.

**299. RESEARCH EXPERIENCE IN PSYCHOLOGICAL SCIENCE 1-3 cr.**

Prerequisite: permission of instructor. 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. May be repeated for a cumulative maximum of 3 credit hours.

**301. EXPERIMENTAL DESIGN AND ANALYSIS IN PSYCHOLOGICAL**

**SCIENCE 4 cr.** Prerequisites: MT 122, 223 (with at least a C- in MT 223) and completion of the Written Expression core requirement; corequisite: PS 301L. Introduction to the scientific method as it is used to design, conduct, and analyze experiments in Psychological Science.

**301L. EXPERIMENTAL DESIGN AND ANALYSIS LABORATORY 0 cr.**

Corequisite: PS 301. Two hours of laboratory per week. Students work in groups to design and conduct an experiment investigating some aspect of human behavior, then analyze the data.

**310. SPORT PSYCHOLOGY 3 cr.** Topics include personality and sport; anxiety, arousal, and sport performance; motivation in sport; violence in sport; socialization in sport; psychological benefits of sport and exercise; and psychology of sport injuries.

**316. INTRODUCTION TO COGNITIVE SCIENCE 3 cr.** A topic-oriented introduction to cognitive science, which uses an interdisciplinary approach to study the mind and mental processes, including attention, memory, language, thought, and decision making. Lecture, discussion, in-class demonstrations, and out-of-class assignments.

**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 are demonstrated and explained.

**318L. SENSATION AND PERCEPTION LABORATORY 0 cr.** Corequisite: PS 318. Two hours of laboratory per week. Students will participate in experiments investigating 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: PS 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.** Discussion of classic and contemporary theories and research on stereotypes, prejudice, discrimination, and intolerance.

**351. THEORIES AND RESEARCH ABOUT PERSONALITY 3 cr.** Survey of major personality theories with critical consideration of research support.

**359. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3 cr.** Traditional topics in industrial/organizational psychology will be approached from a social justice perspective. This will include current theories of work motivation, job design, and leadership.

**362. HEALTH PSYCHOLOGY 3 cr.** Demonstrates and highlights how the biopsychosocial model can be applied to a multitude of populations—both healthy and ill—and contexts (e.g., disease prevention and treatment).

**365. ADULTHOOD AND AGING 3 cr.** Study of growth and development from young adulthood to the end of life with emphasis on life stages, transitions, and the breadth of human experience. Cannot be taken concurrently with PS 175.

**370. FORENSIC PSYCHOLOGY 3 cr.** Overview of the implications of psychological theory and methods for various legal issues and the legal perspective on some psychological issues. Social science research on legal topics such as confessions, eyewitness testimony, the jury, insanity, and competency. Focuses on the criminal justice system with some civil issues. No knowledge of the legal system is assumed.

**375. CLINICAL PSYCHOLOGY 3 cr.** Topics unique to the clinical psychologist, including psychological assessment, treatment intervention, professional issues, single-case research designs, and subspecialties in the area of clinical psychology. Specialized topics include neuropsychology, forensic psychology, and child clinical psychology.

**380. HUMAN MEMORY AND COGNITION 3 cr.** Corequisite: PS 380L. Theoretical study of how people acquire and use knowledge. Topics include attention, how meaning is represented, memory, language, reasoning, and problem solving.

**380L. HUMAN MEMORY AND COGNITION LABORATORY 0 cr.** Corequisite: PS 380. Two hours of laboratory per week. Students participate in experiments investigating human cognition related to topics in PS 380.

**381. EATING DISORDERS 3 cr.** Focus on anorexia nervosa, bulimia nervosa, and binge eating disorder. How psychologists diagnose and treat those with an eating disorder. Also, etiological models of eating disorders that focus on genetic/biological, environmental, and socio-cultural (e.g., media) influences. Medical complications associated with eating disorders and the role of the physician, dietician, and nutrition in addressing these issues.

**386. MIND, BRAIN, AND BEHAVIOR 3 cr.** Prerequisite: PS 101 or BL 155. 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- and impaired-functioning individuals.

**395. SPECIAL TOPICS IN PSYCHOLOGICAL SCIENCE 1-3 cr.** A selection of courses on a variety of special topics designed for both psychological science majors and non-majors; appropriate for exploring special topics at the 300 level. Students seeking a more advanced treatment of special topics in psychological science should register for PS 495.

**401. ADVANCED RESEARCH METHODS IN PSYCHOLOGICAL SCIENCE 3 cr.** Prerequisites: PS 301 and PS 301L (with at least a B) and permission of instructor. Students plan, conduct, and analyze data from individual research projects, and prepare a manuscript suitable for submission to a psychological journal, or for presentation at a professional conference. Topics include advanced statistical techniques.

**407. PSYCHOLOGY OF AUTISM 3 cr.** For students interested in learning more about individuals with autism spectrum disorders. Focuses on the characteristics and incidence of autism, and the implications for children's learning, behavior, and ability to process information. Students will explore the latest research on potential causes, best practices for assessment and intervention, and areas of impairment; also, the multidisciplinary specializations that work with individuals with autism (i.e., speech pathology, intervention specialists, occupational therapy), as well as current issues related to autism services.

**415. MULTICULTURAL PSYCHOLOGY 3 cr.** Examines the influence of the social, cultural, and historical factors which impact the formation of identity within groups as well as between groups. Theoretical approaches to understanding individual and group identity will be used to critically evaluate the implications and application of current research and literature, while working toward enhancing cultural competencies in professional settings.

**421. HISTORY AND SYSTEMS OF PSYCHOLOGICAL SCIENCE 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 frequently used psychological tests are covered. This is not a course in test administration.

**442. LAB MANAGEMENT SCIENCE IN PSYCHOLOGICAL SCIENCE 1-3 cr.** Prerequisite: A grade of B+ or higher in PS 30L. CITI certification for work with human participants must be completed at the beginning of the course. Students will use SONA, SPSS, MediaLab, and Qualtrics to assist faculty and student researchers in troubleshooting research protocols. Lab managers will monitor department lab space and equipment and ensure compliance with the Institutional Review Board, federal and department regulations, and APA guidelines for research with human participants. May be repeated for up to 3 credits.

**455. CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3 cr.** Prerequisite: PS 261 or 262. Conceptualization and definition of developmental psychopathology; the study of developmental processes that contribute to the formation of, or resistance to, psychopathology. Specific focus on the causes, assessment, and treatment of developmental and behavioral disturbances in infants, children, and adolescents. Above all, this course aims to illuminate the mutual influences of psychopathology and normal developmental processes.

**457. PSYCHOPATHOLOGY 3 cr.** 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 MANAGEMENT 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.

**462. COUNSELING THEORY AND PRACTICE 3 cr.** Major counseling theories, including psychodynamic, cognitive-behavioral, and phenomenological theories as well as third-wave therapies, such as acceptance and commitment therapy (ACT) and dialectical behavior therapy (DBT). Discussion of the techniques employed in these approaches and empirical support for therapeutic interventions.

**470. SEMINAR ON CHILDREN AND FAMILIES IN THE LEGAL SYSTEM 3 cr.** 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, and the termination of the parental relationship. A term paper and participation in a mock trial are required.

**471. SEMINAR IN ETHICS IN PSYCHOLOGICAL SCIENCE 3 cr.** 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. Based on 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.

**476. SENIOR SEMINAR IN CHILD AND FAMILY STUDIES 3 cr.**

Prerequisite: permission of instructor. Students following the Child and Family Studies track will discuss issues related to children and families.

**477. SENIOR SEMINAR IN MENTAL HEALTH SERVICES 3 cr.**

Prerequisite: permission of instructor. Students following the Mental Health Services track will discuss issues related to the delivery of mental health services.

**478. SENIOR SEMINAR IN EATING DISORDERS 3 cr.** Prerequisite: permission of instructor. Students in the Eating Disorders track will discuss issues related to services for those with eating disorders.

**479. SENIOR SEMINAR IN PSYCHOLOGICAL SCIENCE 3 cr.** Series of courses on a variety of special topics in psychology designed for senior psychological science students.

**480-493. PRACTICA IN PSYCHOLOGICAL SCIENCE 1-3 cr.** Limited to junior and senior students with permission of instructor. 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 with the supervising faculty member, is required. Specific practica are listed below.

**480-481. PRACTICUM IN I/O PSYCHOLOGY 1-3 cr.** Business and industrial settings.

**482-483. PRACTICUM IN MENTAL HEALTH SERVICES 1-3 cr.**

Educational and clinical settings.

**484-485. PRACTICUM IN GENERAL PSYCHOLOGICAL SCIENCE 1-3 cr.**

Educational, clinical, governmental, business, and industrial settings.

**486-487. PRACTICUM IN CHILD AND FAMILY STUDIES 1-3 cr.**

Educational, clinical, and school settings.

**488-489. PRACTICUM: THE HOSPITALIZED CHILD 3 cr.** Prerequisites:

PS 261 or PS 262 and permission of instructor. Sequence of supervised experiences 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.

**490-491. PRACTICUM IN EATING DISORDERS 1-3 cr.** Educational and clinical settings.

**492-493. PRACTICUM IN PSYCHOLOGY AND SPORTS SCIENCES 1-3 cr.**

Educational, clinical, governmental, business, and industrial settings.

**494. INTERNSHIP AND SEMINAR IN FORENSIC SCIENCE 3 cr.**

Prerequisites: senior standing, completion of at least 18 hours of the Forensic Behavioral Science minor (including SC 223, and either PS 370 or SC 388), and permission of instructor. Internship includes field placement in a law enforcement,

criminal justice, legal, or research setting in which forensic work is currently conducted. Placement includes a weekly time commitment to the host site and some hands-on responsibilities; also, a weekly seminar requiring ongoing reports, reflection, and analysis by fellow interns about their field experience.

**495. ADVANCED SPECIAL TOPICS IN PSYCHOLOGICAL SCIENCE 1-3**

**cr.** A selection of courses on a variety of special topics in psychology designed for psychological science majors and non-majors.

**496. READINGS IN PSYCHOLOGICAL SCIENCE 1-3 cr.** Prerequisites: 3.0 GPA and 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. Requires critical and original review of the literature. A course plan must be developed with the instructor and approved by the department chair prior to enrollment.

**497N. ADVANCED RESEARCH TOPICS IN NEUROSCIENCE 3 cr.**

Prerequisites: 3.0 GPA and permission of neuroscience concentration coordinator. Advanced undergraduate participation in the conception, design, execution, and reporting of a research project in neuroscience. A course plan must be developed with the instructor and approved by the neuroscience coordinator prior to enrollment.

**498. PRACTICUM IN RESEARCH METHODS 1 cr.** Prerequisites: PS 301 and permission of instructor. Practicum in research methods and assisting instructor by serving as resource person for students in PS 301. At 1 cr. per semester per section, this course may be repeated for up to 3 credits.

**499. INDIVIDUAL RESEARCH PROJECT IN PSYCHOLOGICAL**

**SCIENCE 1-3 cr.** Prerequisites: 3.0 GPA, PS 401, and permission of instructor and department chair. Advanced undergraduate participation in the conception, design, execution, and reporting of a research project in psychology. Research should be publishable, and the student's contribution should warrant citation as co-author. A course plan must be developed with the instructor and approved by the department chair prior to enrollment.





# Russian (RS)

*Associate Professor:* G. Sabo, S.J.

The program in Russian is offered by the Department of Classical and Modern Languages and Cultures (see page 173). The study of the Russian language and culture helps students become acquainted with a major country, in size the largest in the world. Beginning Russian (RS 101-102) develops novice levels in skills of reading, understanding, writing, and speaking Russian. IC [International Cultures] 230 and 231 enable students to read in English classic Russian short fiction from 1800 to the present in the context of two other Slavic literatures—Slovak and Czech.

While offering a way to fulfill the language requirement in the University Core Curriculum, Russian is important for students interested in art history, business, diplomacy, engineering, humanities, law, philosophy, political science, computer science, religious studies, and natural sciences. Moreover, nearly a quarter of all scientific literature is written in Russian. It also is an excellent choice for business majors wishing to tap into the still unsaturated markets of the former USSR.

Russian courses fulfill the University's institutional academic learning outcomes, since students will be expected to communicate skillfully in multiple forms of expression, and act competently in a global and diverse world.

**101. BEGINNING RUSSIAN I 3 cr.** Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. For students with little or no previous study of Russian or by placement test. (Fall)

**102. BEGINNING RUSSIAN II 3 cr.** Prerequisite: RS 101 or equivalent or by placement test. Amplification of language skills in a cultural context. (Spring)

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. INTERMEDIATE RUSSIAN I, II 3 cr. each.** Prerequisite: RS 102 or equivalent or by placement test. Further development of the four language skills for communication in a cultural context; expansion of vocabulary, idiomatic usage, and grammar. RS 201 or equivalent prerequisite to RS 202. (Fall: 201; Spring: 202)

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study in Russian at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.



# Slovak (SL)

*Associate Professor:* G. Sabo, S.J.

The program in Slovak is offered by the Department of Classical and Modern Languages and Cultures (see page 173). The study of Slovak helps acquaint students with a recently sovereign and democratic nation, one of the newest members of the European Union. Beginning Slovak (SL 101-102) develops novice levels in skills of reading, understanding, writing, and speaking Slovak. IC [International Cultures] 230 and 231 enable students to read in English classic Slovak short fiction written since 1800 in the context of two other Slavic literatures—Russian and Czech.

While offering a way to fulfill the language requirement in the University Core Curriculum, Slovak—as the most geographically central Slavic language—is also a valuable key to communicating with others in Central and Eastern Europe. Moreover, Slovak is an Indo-European language, like English, and shares more vocabulary with it than is generally realized.

Finally, courses in the Slovak language fulfill the University's institutional academic learning outcomes, since students will be expected to communicate skillfully in multiple forms of expression, and act competently in a global and diverse world.

**101. BEGINNING SLOVAK I 3 cr.** Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. For students with no previous study of Slovak or by placement evaluation by the coordinator of Slavic Languages. (Fall)

**102. BEGINNING SLOVAK II 3 cr.** Prerequisite: SL 101 or equivalent or by placement evaluation by the coordinator of Slavic Languages. Amplification of language skills in a cultural context. (Spring)

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Slovak at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. INTERMEDIATE SLOVAK I, II 3 cr. each.** Prerequisite: SL 102 or equivalent or by placement evaluation by the Slavic Languages coordinator. Further development of the four language skills for communication in a cultural context; expanding vocabulary, idiomatic usage, and grammar. SL 201 or equivalent prerequisite to SL 202. (Fall: 201; Spring: 202)

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study of Slovak at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.



# Sociology and Criminology (SC)

*Professors:* D. A. Dukes, S. O. Long, P. B. Harris (Chair); *Associate Professors:* K. N. Eslinger, R. D. Clark, W. A. Wiedenhoft-Murphy, G. S. Vaquera, M. W. Barnes; *Visiting Assistant Professor:* G. Abess

Sociology is a broad discipline that includes the study of human interaction as well as the analysis of underlying social structure. Thus sociology students study social human behavior, in particular, the way people interact, organize, and take action. The discipline provides students with a strong analytical and theoretical background and skills to work with and understand people. The substantive areas covered within the Department of Sociology and Criminology include aging, anthropology, crime and deviance, consumer society, cultural diversity, the environment, forensics, the family, health and illness, human service and social justice, poverty and social inequality, prejudice and discrimination, population and public health, and sexuality, sex, and gender. The department offers regular course work in all of these areas.

Many students participate in internships in nonprofit and governmental agencies. Graduates have gone into many careers: law and criminal justice, social work and counseling, population and public health, nonprofit administration, education, and business, as well as sociology and anthropology.

## **Major and Minor**

Sociology and criminology majors may elect to focus their study in one or more of the areas of expertise (tracks) 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 may elect 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 or sophomore year. Upper-division courses are advanced courses and should ordinarily be taken during junior and senior years. At the time that students declare their major, all who intend to declare sociology and criminology must make application to the department and meet with the department chair. Applicants will be expected to have an overall GPA of 2.5 to be accepted as sociology and criminology majors.

## **Specialized Tracks in Sociology and Criminology**

Sociology and criminology majors or minors *may* elect to focus attention on one of three specialized tracks in sociology. Fulfillment of the tracks requires that all requirements and options within the tracks be successfully completed. In some cases, the requirements for a track may exceed the requirements for the sociology and criminology minor.

The **Criminology** track is recommended for students interested in crime, forensics, law, police work, and justice. Internships are available to seniors in their spring semester, and students will be matched to an internship site based on their career interests. Seniors interested in an internship should notify the department in September of their senior year. Track requirements are 18-19 credit hours. The track consists of five tiers of courses. Tier I: Introductory Courses (Select 1) – SC 230 or 240; Tier II: Special Topics in Criminology (Select 1) – SC 220, 265, 275, or 280; Tier III: Additional Sociology Courses (Select 1) – SC 215, 225, 330, or 360; Tier IV: Advanced Topics in Criminology (Select 1) – SC 340, 343, 345, 365, or 388; and Tier V: Summary Courses in Criminology (Select 2) – SC 435, 440, or 494. All tiers must be completed to fulfill the requirements of this track.

The **Cultural Diversity** track 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. Internships are available to seniors in their spring semester, in which students will be matched to an internship site based on their career interests. Students interested in an internship should notify the department in September of their senior year. The track requires a total of 18 credit hours. Students must take either SC 245 or 255 as their foundational course in the diversity sequence and one course that will deepen their knowledge of a particular culture or world area (SC 151, 250, 253, 353, or another course approved by the department chair). Additionally, students must select four other courses from the following list: SC 115, 151, 245, 250, 253, 255, 315, 320, 330, 353, 355, 370, 390, 475, 490, or CO 390.

The **Human Service, Health, and Social Justice** track is recommended for students interested in counseling, social work, law, advocacy, population and public health, public policy, public administration, nonprofit administration, and other related careers. Internships are required of seniors during their spring semester, and students will be matched to an internship site based on their career interests. Students needing an internship should notify the department in September of their senior year. The track requires a total of 20 credit hours, consisting of SC 111, 273, 385, 475, 490, and at least one of the following: SC 115, 225, 230, 255, 275, 285, 292, 295, 300, 315, 320, 330, 340, 370, 380, or 390.

Please consult the department chair about questions and details regarding the tracks.

### Interdisciplinary Minors

Sociology and criminology majors and minors may also participate in a number of interdisciplinary minors, such as: East Asian Studies; Women's and Gender Studies; Entrepreneurship; Catholic Studies; Peace, Justice, and Human Rights; Population and Public Health; and Forensic Behavioral Science. It is strongly recommended that students interested in these programs investigate them as early as possible in their academic careers. Interested students should refer to page 87 in this *Bulletin* for more information.

## **Integrative Core Curriculum Participation, and the Additional Writing-Intensive Course, Capstone Experience, and Additional Presentation Component for Sociology and Criminology Majors**

The content of sociology courses contributes strongly to students' liberal arts education through its participation in the integrated courses in the core curriculum: "Engaging the Global Community," "Exploring the Natural World," and "Examining the Human Experience." A number of sociology courses are also designated as social justice courses in the core curriculum. The field of sociology initiated much of the early research on diversity, inclusion, and social justice issues. Most sociology and criminology courses reflect a continuing emphasis on that topic.

It should be noted that the writing requirement of the Integrative Core Curriculum *must* be fulfilled by sociology and criminology majors through completion of a writing-intensive course in the department. Students will find appropriate sociology courses marked with an AW in the course schedule, designating it as an additional writing-intensive course. Sociology and criminology courses that fulfill the capstone experience or the additional presentation with the use of technology component will be marked "C" or "PCT" respectively.

## **Academic Study-Abroad Opportunities for Sociology and Criminology Students**

The Department of Sociology and Criminology encourages its students to engage the world through a number of academic study-abroad opportunities: 1) interdisciplinary courses abroad offered in the summer by department faculty with other John Carroll faculty: SC 356 (Research in Japanese Society and Culture); SC 393 (Peace and Conflict Transformation in Northern Ireland); or 2) study-abroad programs coordinated by the University's Center for Global Education.

## **Service-Learning and Social Justice in the Sociology and Criminology Curriculum**

The department is committed to service-learning and social justice issues with faculty and curriculum oriented to provide such opportunities for students. It provides preparation for service and promotes understanding of various issues related to social justice through SC 111, 240, 255, 273, 300, 330, 380, 385, and 475, and many other courses. It also cooperates with other University offices in placing students for service learning opportunities. See the department chair for full details.

**Student Awards**—See page 53.

### **Graduate Programs**

Many graduates of the department have undertaken graduate study in sociology or criminology, and in a variety of related fields, such as anthropology, criminal justice, law, social work, counseling, public health, public policy, and nonprofit administration. The department encourages the intellectual development that makes graduate work possible. It also assists in graduate school application procedures. For more information, students should consult an academic advisor in the department.

The department is also a founding member and a participating department in the Master of Arts in Nonprofit Administration at John Carroll. The nonprofit administration program is intended for those who desire careers managing nonprofit organizations that provide assistance to people in need. It is an interdisciplinary professional degree program. Faculty from ten different departments of the University, including the Boler School of Business, offer course work in the program.

A special agreement with the Mandel School of Applied Social Sciences (M-SASS) at Case Western Reserve University enables qualified sociology and criminology majors to enroll in the M-SASS program after their junior year at John Carroll. Successful completion of this two-year program results in a B.A. in sociology and criminology from John Carroll and a master's in social work from Case Western Reserve University. For details, including standards for eligibility, consult the chair of the Department of Sociology and Criminology during the freshman year.

### **Program Learning Goals in Sociology and Criminology**

Students will:

1. Engage in critical questioning about their society, its social structure, and the larger world in which they live.
2. Develop critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community.
3. Engage in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice.
4. Develop as whole persons with their completion of a successful educational program with its implications for continued learning and a successful work life, and a commitment to lifelong civic engagement.



### Major and Minor Requirements

**Major in Sociology and Criminology:** 36 credit hours. SC 101, 350, 351, 400 are required. At least 18 hours must be at the 300 or 400 level. MT 122 is also required of sociology and criminology majors and is a prerequisite for SC 351. 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 will be taken during the last semester of senior year. Details of the examination are available from the department chair.

**Minor in Sociology and Criminology:** 21 credit hours. SC 101, 400, and one additional upper-division sociology course are required, and four other sociology courses of the student's choice.

It may be desirable to construct the minor in a way that enables completion of one of the tracks or areas defined within the department. Students constructing a sociology and criminology minor are encouraged to select courses that complement their chosen major. See the department chair for further details.

**101. FOUNDATIONS IN SOCIOLOGY 3 cr.** Survey of human social relations, diversity, and societal social structure; introduction to the major divisions of the field of sociology.

**111. INTRODUCTION TO SOCIAL JUSTICE 3 cr.** Overview of the theories of social justice, including discussion and analyses of social inequalities both domestic and global, and issues related to civic engagement, social responsibility, and change. Service learning component required.

**115. MASCULINITIES 3 cr.** Sociological perspectives on contemporary masculinities and men's lives. Topics include men's experiences with relationships, sports, violence, family, sexuality, caregiving, health systems, media portrayals, and work. Includes analysis of the differing viewpoints on male stereotypes, as well as the consequences for men, women, and the broader society.

**151. CULTURES OF EAST ASIA 3 cr.** Introduction to the cultures of China, Korea, and Japan. Explores background of these countries' cultures historically and the diversity of contemporary life within and between these societies. Considers East Asian cultures in the context of global influences.

**195. GLOBAL DEBT AND JUSTICE 3 cr.** Examines debt from interdisciplinary perspectives, including how different religions and cultures understand debt, interest, profit, and obligation. Explores the political economy of debt through the creditor/debtor relationships between nation-states and international institutions, and debt justice movements, such as Jubilees, cancellations, forgiveness, and reparations.

**199. SPECIAL STUDIES 1-3 cr.** Variety of courses with special focus; subjects will be announced in the course schedule.

**201. SOCIAL PROBLEMS 3 cr.** Survey of modern problems. Topics include crime and deviance, delinquency, health care, mental health, sex-related social problems, divorce and the family, poverty, discrimination, population and environmental problems.

**215. INDIVIDUAL AND SOCIETY 3 cr.** Introduction to sociological social psychology theories and concepts concerning the relationship between the individual and society. Topics include the process of socialization, the development of one's sense of self, how individuals are affected by groups and group processes, and the symbolic nature of human interaction.

**220. CRIMINAL JUSTICE SYSTEMS 3 cr.** 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.

**223. FORENSICS: OVERVIEW OF CRIME SCENE ANALYSIS 3 cr.** Introduction to the practice of crime scene investigation and the field of forensic science. Students will learn about types of physical evidence, crime scene documentation, procedures, and subsequent scientific analyses.

**225. SOCIOLOGY OF THE FAMILY 3 cr.** Examination of the institution of the family, with an emphasis on its changing nature in U.S. society. Topics include family structure and diversity, interaction within families, analysis of courtship and marriage patterns, intersections between work and family, parenting, and family policy.

**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.

**240. CRIMINOLOGY 3 cr.** 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 3 cr.** Study of Japan as a postindustrial society, focusing on social relationships, institutions, and contemporary issues.

**253. JAPANESE POPULAR CULTURE 3 cr.** Study of contemporary Japanese material culture and lifestyles in the context of an affluent, commercialized society. (Cross-listed as HS 283 and IC 220.)

**255. PREJUDICE AND DISCRIMINATION 3 cr.** Study of prejudice and discrimination, including their history, contemporary sources, and prospects for their reduction, with application to U.S. institutions. Particular emphasis is placed on understanding the social construction of difference and the experiences of stigmatized statuses, as they relate to sex and gender, race/ethnicity, sexuality, class, and disability.

**260. CONSUMER POLITICS AND CULTURE 3 cr.** Examines the objects, subjects, and places of consumption, exploring a variety of topics such as food, tourism, and education. Problems associated with consumer culture such as inequality and environmental degradation will be addressed in addition to consumer movements that have tried to achieve social change, including the slow food and anti-sweatshop movements.

**265. VICTIMS OF CRIME 3 cr.** Special problems faced by victims of crime; crime prevention; post-crime trauma.

**270. MEDICINE, SOCIETY, AND CULTURE 3 cr.** Exploration of medical encounters in social and cultural context, including illness as metaphor, diagnostic categories as cultural classifications, healer-patient relations, the role of family and community in health-seeking and compliance, cross-cultural practice of medicine, and the meanings and limitations of “cultural competency.”

**273. PUBLIC HEALTH IN U.S. SOCIETY 3 cr.** Introduces basic concepts of public health and explores major public health issues in the United States. Central focus on health disparities regarding who becomes ill and inequalities of access to treatment due to stereotypes, racism, and social class.

**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. CRIME & GLOBALIZATION 3 cr.** Examines the increasingly global nature of organized crime, its growing portfolio of illicit activities, such as human trafficking and drug trafficking, and its impact on state security. Will also focus on how organized crime crosses borders, challenges states, damages economies and civil society, and ultimately weakens global democracy.

**285. AGING, HEALTH, AND SOCIETY 3 cr.** Interdisciplinary overview of aging 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 and health promotion.

**292. GLOBAL ENVIRONMENTAL ISSUES 3 cr.** Introduction to a variety of global environmental issues, including climate change, food and water scarcity, population and development, natural resource conflicts, and case studies of environmental disasters and recoveries. Students will learn why and how these issues developed, where they are most problematic, and what can be done to ensure that these issues can be managed in a sustainable and just way.

**293. FORENSICS OF VIOLENT CRIME 3 cr.** Prerequisite: SC 233. Examination of the advanced forensic techniques and investigative considerations associated with violent crimes. Topics include homicide, mass murder, serial murder, sexual crime, terrorism, crime scene staging, bloodstain pattern analysis, and shooting incident reconstruction.

**295. SOCIOLOGY OF DEATH AND DYING 3 cr.** Death and dying from a life-cycle perspective, including grief, bereavement, coping, and widowhood.

**299. SPECIAL TOPICS 1-3 cr.** Specialized focus on selected areas and issues in sociology.

**300. DEATH PENALTY 3 cr.** Interdisciplinary team-taught class on the sociological and philosophical beliefs underlying support for the death penalty, nationally and internationally. History of executions, legal changes in the death penalty process, public opinion, deterrence, living and working on death row, and human rights concerns.

**315. SEXUALITY AND SEXUAL BEHAVIOR 3 cr.** Social scientific examination of human sexuality, including biological, social, cultural, and psychological aspects throughout the life course. Topics include sexual identity, expression, and variation; sources of beliefs and attitudes about sexuality; the influence of changing gender roles and norms; and the social, psychological, and health consequences of sexual behaviors.

**320. SEX AND GENDER 3 cr.** Prerequisite: one SC course. Study of the relationship among culture, biology, and social expectations of male and female behavior cross-culturally in global context. Topics include gender, health, and the body; gendered work and social change; gender and family; religion; social movements and gender; comparative sex/gender hierarchies; gender and sexuality; and gender and globalization.

**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.

**340. JUVENILE DELINQUENCY 3 cr.** 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, effects, and interventions.

**343. DRUGS AND CRIME 3 cr.** 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.** Correctional procedures and types of penal institutions, policies, practices, and inequalities in supervising convicted offenders.

**350. SOCIOLOGICAL RESEARCH METHODS I 3 cr.** Prerequisites: SC 101 and one additional SC course. Focuses on the logic of, procedures for, and issues relating to theory testing in various types of social research. Topics include hypothesis construction, concept operationalization, research design, data collection, instrument construction, sampling techniques, and ethical concerns. Methods include surveys, in-depth interviews, observational field research, and content analysis.

**351. SOCIOLOGICAL RESEARCH METHODS II: DATA ANALYSIS 3 cr.** Prerequisites: MT 122 and SC 350. How to do quantitative data analysis, including working with SPSS statistical analysis program, coding/recoding variables, levels of measurement, hypothesis testing, estimation, sampling distributions, bivariate relationships, correlations, and regression. Students will complete an original quantitative research project.

**353. LATINA/O TRANSNATIONAL EXPERIENCE 3 cr.** Examination of social issues impacting Latina/o communities (Chicanas/os, Mexican-Americans, Puerto Ricans, Cubans, and Central Americans) within the U.S., abroad, and in this emerging transnational space. Topics include ethnic movements, immigration, identity construction, borderlands, labor, education, gender, and language policies.

**355. COMPARATIVE ETHNIC RELATIONS 3 cr.** Overview of historical and contemporary dynamics of ethnic relations in the U.S. and 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 U. S., and instances of ethnic cooperation, conflict, and inequality in different parts of the world.

**356. RESEARCH IN JAPANESE SOCIETY AND CULTURE 3 cr.** Prerequisite: permission of instructor. Guided field research in Japan involving observation and/or interviews. Includes study tour.

**360. CITIES AND SUBURBS 3 cr.** Prerequisite: one SC course. Growth of urbanization; patterns of ecology, social institutions, characteristic lifestyles, and current problems in the core city, suburbs, and the urbanized region. Analysis of the metropolitan regions, urban crime, characteristic urban ethnic patterns; worldwide trends in urbanization.

**365. GLOBAL CORPORATE CRIME 3 cr.** Analysis of moral issues in business from the perspective of organizational deviance; case analyses of international corporate and governmental deviance.

**370. CULTURE, ENVIRONMENT, AND GLOBAL HEALTH 3 cr.**

Prerequisite: one SC course. Study of patterns of disease and illness in relation to subsistence patterns and the natural environment; nutrition and life cycle effects of disease distribution; disease, economic development, and the epidemiological transition; cross-cultural and international medicine in global context (governmental, NGO, and private); current major global health problems.

**380. ENVIRONMENTAL JUSTICE AND HUMAN RIGHTS 3 cr.** Introduces different types of environmental movements, including environmental justice, eco-feminism, and eco-terrorism. The intersection between human rights and the environment are addressed, especially how global problems such as climate change and natural resource extraction threaten indigenous people and their culture. Public health concerns are also examined, including risks associated with chemicals in our food and water.

**385. POVERTY, WELFARE, AND SOCIAL JUSTICE IN THE U.S. 4 cr.**

Prerequisites: SC 101 and one additional SC course. Critical examination of poverty and welfare reform: the underlying causes, inequalities, consequences, and people who are affected. Highlighted by an applied research project where students develop and conduct a program evaluation for a nonprofit agency serving the poor in inner-city Cleveland. Service-learning component required.

**388. FORENSIC SCIENCE IN CRIMINAL JUSTICE 3 cr.** Prerequisite: completion of at least 9 hours in the forensic minor (including SC 223). Focus on the basic concepts of evidence as applied in the criminal legal system. The application of legal constraints and definitions on evidence and trial process are discussed. Court decisions illustrate the use of forensic evidence in the legal process.

**390. HEALTH AND HEALING IN EAST ASIA 3 cr.** In-depth understanding of a system of medicine based on concepts of the human body very different from those of biomedicine. Explores the practice of traditional Chinese medicine in China, Japan, and the U. S.

**393. CULTURE AND COMMUNITY IN NORTHERN IRELAND: DYNAMICS OF CONFLICT AND PEACE 3 cr.** Explores the dynamics of conflict and peacemaking in Northern Ireland. Examines the historical and cultural roots of conflict through a multidisciplinary approach by examining histories, cultural studies, literary narratives, and film. Focuses on gaining skills necessary for peace-building, conflict transformation, reconciliation, and social restoration.

**399. ADVANCED SPECIAL TOPICS 3 cr.** Prerequisite: one SC course. In-depth focus on specialized areas and issues in sociology.

**400. SOCIOLOGICAL THEORY 3 cr.** Prerequisites: SC 101 and one additional course in sociology. Examines classical and contemporary work associated with three schools of sociological theory: Marxist, Weberian, and Durkheimian. A variety of issues will be analyzed through the framework of these theories, including economic inequality, formal rationality and culture, and social integration and regulation.

**435. LAW, ETHICS, AND CRIMINAL JUSTICE POLICY 3 cr.**

Prerequisites: one additional SC course. Interrelationship between law and its implementation; legal processes and institutional framework; social factors affecting practice in the criminal justice system.

**440. VIOLENCE AND SOCIETY 3 cr.** Prerequisite: one additional SC class. Trends and patterns of violence in society, its causes and consequences. Special focus on the influence of social environment, the impact of personal relationships, and violence prevention.

**475. INTERNSHIP AND SEMINAR 4 cr.** Prerequisites: SC 285 or 385, senior standing, and permission of instructor; or completion of a minimum of 12 credit hours within the cultural diversity track, senior standing, and permission of instructor. Internship in a human service, health, social justice, legal, or research setting; seminar on related personal and career growth, and analysis of and reflection on internship experience with seminar members.

**490. MULTICULTURAL COUNSELING 3 cr.** Prerequisites: one SC course. Designed to promote a better understanding of counseling in contemporary America. Examines ethnicity/race relations, social-class effects, ageism, changing roles of women, sexual orientation, cultural mores, and their relevance to counselor-client relations.

**Registration for SC 491, 492, and 493 requires a pre-approval process which involves an instructional plan reviewed by the instructor, department chair, and dean's office.**

**491. INDEPENDENT STUDY 1 cr.**

**492. INDEPENDENT STUDY 2 cr.**

**493. INDEPENDENT STUDY 3 cr.** Prerequisites: approval of project by instructor of course and chair of the department. Directed advanced research and/or supervised advanced readings. Students must report regularly to faculty advisor during the semester. Course available only if regular classroom instruction on the selected topic is unavailable, and/or course of study extends beyond a previously taken course.

**494. INTERNSHIP AND SEMINAR IN CRIMINOLOGY 4 cr.**

Prerequisites: senior standing, completion of SC 435 or SC 440, and permission of instructor and department chair. Internship includes field placement in a law enforcement, criminal justice, legal, or research setting in which work in the field of criminology is currently conducted. The course also includes a weekly seminar with ongoing report, reflection, and analysis among fellow interns about their field experience.

**495. INTERNSHIP AND SEMINAR IN FORENSIC SCIENCE 4 cr.**

Prerequisites: senior standing, completion of at least 18 hours of the minor in forensic behavioral science (including SC 223 and either PS 370 or SC 388), and permission of instructor. Internship includes field placement in law enforcement, criminal justice, legal, or research setting in which work in forensics is currently conducted. The course also includes a weekly seminar with ongoing report, reflection, and analysis among fellow interns about their field experience.

**497. UNDERGRADUATE RESEARCH ASSISTANT I cr.** Prerequisites:

SC 101, junior or senior standing, permission of instructor and chair of the department. Allows students to become more familiar with the research process through assisting faculty members in their research. Types of tasks may include but are not limited to assisting with literature reviews, subject recruitment, data collection, entering or coding data, and data analysis. Pass/Fail. May be repeated for a cumulative maximum of 3 credit hours.

**499. ADVANCED SEMINAR 1-3 cr.** Prerequisites: SC 101, two additional courses in sociology, and senior standing. In-depth analysis of selected sociological topics. Responsibility for this seminar rotates among faculty members.





# Spanish and Hispanic Studies (SP)

*Professor:* K. M. Gatto; *Associate Professors:* D. G. Anderson, E. Luengo; *Assistant Professor:* M. L. Thornton

The program in Spanish and Hispanic Studies is offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page 173.) The program comprises a rich curriculum in language, culture, civilization, literature, and film. An articulated sequence of courses in Spanish leads from competence in basic Spanish language skills to a thorough understanding of the language, as well as Spanish and Latin American civilization and literature. Programs concentrate equally on Spanish and Latin American content through a cyclical offering of courses. With more than 400 million speakers, Spanish is the third most widely spoken language in the world. With well over 35 million native speakers of Spanish, the U.S. has become the world's fifth largest Spanish-speaking community. Spanish is a valuable adjunct skill to many major programs or careers. A working knowledge of Spanish is becoming essential for employment in many areas of the country. For students interested in business and trade, Spanish is the language of nineteen countries in Latin America, which currently constitute the fastest-growing import-export market for U.S. products. Spanish and Latin American cultures have made vast contributions to architecture, business, the arts, and world literature. Spanish ranks third as an international language of politics, economics, and culture. In sum, learning Spanish will expand one's horizon in a number of significant ways.

## **Program Learning Goals in Spanish and Hispanic Studies**

Students will:

1. Communicate skillfully and effectively in Spanish:
  - a. engage in effective interpersonal communication.
  - b. engage in effective interpretive listening.
  - c. engage in effective interpretive reading.
  - d. engage in effective presentational speaking.
  - e. engage in effective presentational writing.

2. Demonstrate foundational cultural and linguistic knowledge of a target-language area:
  - a. demonstrate knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs.
  - b. demonstrate knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture.
  - c. compare linguistic features of the target language with those of English.
  - d. compare the culture and society of the target-language area with one's own.
3. Demonstrate emerging intercultural competence:
  - a. demonstrate an awareness of the interplay of personal identity and culture.
  - b. interpret an event, cultural product, or issue from the perspective of a worldview outside their own.

### **Major and Minor Requirements**

**Major in Spanish and Hispanic Studies:** 30 credit hours.

- Students who begin the major at the 200 level: SP 201 and 202; eight 300-level Spanish courses, two of which may be replaced by related courses as defined below.
- Students who begin the major at the 300 level: Ten 300-level courses taught in Spanish, two of which may be replaced by related courses as defined below.
- Related courses are those outside Spanish offerings which are closely linked to Spanish or Latin American culture: Art History, Classics, History, Philosophy, Political Science, IC literature and/or culture courses in translation as well as other language and literature courses. Courses other than Spanish must be approved in advance by the major advisor.
- A capstone course or a capstone experience, as determined by the Spanish faculty.

**Minor in Spanish and Hispanic studies:** 15-18 credit hours.

- SP 101, 102, 201, 202, and two 300-level courses.
- Students who begin Spanish at the 200 level or higher: Five courses at the 200 and 300 levels approved by the advisor.

**101. BEGINNING SPANISH I 3 cr.** Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. For students with little or no previous study of Spanish or by placement test.

**102. BEGINNING SPANISH II 3 cr.** Prerequisite: SP 101 or equivalent or by placement test. Amplification of language skills in a cultural context. Added emphasis on reading and writing.

**198. BEGINNING INDEPENDENT STUDY 1-3 cr.** Supervised independent study of Spanish at the beginning level. May be repeated with a different topic.

**199. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**201-202. INTERMEDIATE SPANISH I, II 3 cr. each.** Prerequisite: SP 102 or equivalent or by placement test. 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.

**298. INTERMEDIATE INDEPENDENT STUDY 1-3 cr.** Supervised independent study of Spanish at the intermediate level. May be repeated with a different topic.

**299. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. May be repeated with a different topic.

**301. CONVERSATION IN SPANISH 3 cr.** Development of communicative competence in Spanish through oral practice and use of conversational strategies and techniques.

**302. WRITING AND CREATIVITY 3 cr.** Development of writing ability in Spanish. Fundamentals and practice of creative writing across genres. Computer technology heavily utilized in the advanced development of different writing styles.

**303. ORAL INTERPRETATION OF HISPANIC LITERATURE 3 cr.** Problems in analysis, criticism, interpretation, and communication of literature. In-class oral interpretation of various types of prose, drama, poetry.

**306. SPANISH FOR BUSINESS 3 cr.** Acquisition of linguistic skills and a sophisticated style for the business, legal, professional setting. Stresses the vocabulary and expressions used to describe economic and commercial structures, the language to solve problems and conduct negotiations, and the culture of the business world in Spanish.

**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 the sociopolitical processes of which they are a part.

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- 309. HISPANIC CULTURE THROUGH MUSIC 3 cr.** Exploration of musical genres, themes, and singers throughout the Hispanic world.
- 310. THE CINEMA OF SPAIN 3 cr.** Selected films from Spain as an expression of culture, civilization, and language. Films, instruction, and discussion in Spanish.
- 311. PERSPECTIVES ON THE PEOPLE AND CULTURES OF SPAIN 3 cr.** Development of Spain, its people, and institutions from its origins to the present. Various aspects of Spanish culture and intellectual development, especially as found in language, literature, and art forms.
- 312. THE CINEMA OF LATIN AMERICA 3 cr.** Selected Latin American films as an expression of culture, civilization, and language. Films, instruction, and discussion in Spanish.
- 314. PERSPECTIVES ON NATIONS AND CULTURES OF LATIN AMERICA 3 cr.** Development of Latin American culture and institutions from colonial times to the present. Discussion of various aspects of Latin American culture and intellectual development, especially as found in language, literature, and art forms.
- 315. READINGS IN SPANISH AND LATIN AMERICAN LITERATURE 3 cr.** Introduction to close critical reading of literature in Spanish. The narrative, poetic, and dramatic texts come from various periods of Spanish and Latin American literature.
- 316. LATIN AMERICAN ROMANCES 3 cr.** Critical examination of 19<sup>th</sup>-century Latin American romance narratives. Discussion of how these texts served as foundational fictions for the nation and how the same romantic narratives continue to inform contemporary cultural production, including *telenovelas*, films, and literature.
- 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.
- 322. AFRO-HISPANIC LITERATURE 3 cr.** Surveys the literary and cultural production of writers and artists of African descent in Latin America and the Caribbean, with attention to both their creative and theoretical texts.
- 324. LATIN AMERICAN FEMINIST VOICES 3 cr.** Examination of the awakening of feminine and feminist consciousness in the literary production of Latin American women writers, particularly from the 1920s to the present.
- 325. SELECTED READINGS FROM PENINSULAR SPANISH LITERATURE 3 cr.** An overview of the major writers of Spain through short readings of different genres from the Middle Ages to the present.
- 327. SELECTED READINGS FROM LATIN AMERICAN LITERATURE 3 cr.** An overview of the major writers of Latin America through short readings of different genres from the 19<sup>th</sup> century to the present.

**329. HISPANIC IMMIGRANTS IN FILM, LITERATURE, AND MUSIC 3 cr.**

Exploration of the cultural production by and about Latino immigrants in the United States.

**331. ADVANCED SPANISH CONVERSATION 3 cr.** Development of advanced vocabulary and conversational techniques. Includes in-depth discussion and debate of current events and real-life issues as well as oral analysis of readings.

**332. ADVANCED WRITING AND CREATIVITY 3 cr.** Theory and practice of correct grammatical usage of the written word. Exercises in advanced composition and creative writing.

**334. TRANSLATION IN SPANISH 3 cr.** Methods and mechanics of translation; selection of proper tools. Comparison and evaluation of translated texts.

**336. CONTEMPORARY MEXICAN LITERATURE AND CULTURE 3 cr.**

Exploration of major trends in Mexican fiction, film, and music of the 20<sup>th</sup> and 21<sup>st</sup> centuries with special focus on post-revolutionary national identity, marginality, gender, migration, and drug wars.

**338. CERVANTES 3 cr.** Study of the works of Cervantes, with special attention to the *Quijote* and the *Novelas ejemplares*.

**340. CONTEMPORARY NARRATIVE OF ARGENTINA, CHILE, AND**

**URUGUAY 3 cr.** Postmodern fiction and urban chronicles written over the last two decades in Argentina, Chile, and Uruguay, where the topics of exile and collective memory, marginality, gender, and violence find expression in the post-dictatorship imagination.

**342. POETRY AND NARRATIVE OF THE GOLDEN AGE 3 cr.** Poetry, the mystics, and the beginnings of the novel, with special emphasis on the picaresque.

**344. SPANISH SHORT STORIES 3 cr.** Spanish narrative trends from the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. Authors include Juan Valera, Emilia Pardo Braza'n, Ana Mar'ia Matute, Camilo Jos'e Cela, Carmen Laforet, Soledad Pu'ertolas, Mercedes Abad.

**346. LATIN AMERICAN SHORT STORY 3 cr.** Major trends in the contemporary short story in Latin America. Selections from Horacio Quiroga, Jorge Luis Borges, Juan Rulfo, Julio Cort'azar, Gabriel Garc'ia M'arquez, Carlos Fuentes, Isabel Allende, and others.

**348. CONTEMPORARY SPANISH DRAMA 3 cr.** Innovative dramatic works as manifestations of issues related to Spanish society since the early 20<sup>th</sup> century: the Spanish Civil War and its effects, political repression and the quest for freedom, gender and sexuality, memory, and strategies toward artistic innovation. Students may stage a performance of one of the plays studied.

**350. CONTEMPORARY LATIN AMERICAN DRAMA 3 cr.** Representative works of contemporary Latin American drama. Students may stage a performance of one of the plays studied.

**352. LITERATURE OF MODERN SPAIN 3 cr.** Outstanding writers from Spain's Generation of 1898 to the present. Selections from prose, poetry, and drama writers such as Miguel de Unamuno, Antonio Machado, Juan Ramón Jiménez, Gerardo Diego, Federico García Lorca, Miguel Delibes, Ana María Matute, José Ruibal, Carmen Laforet, Carmen Martín Gaité, Maruja Torres.

**398. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Supervised independent study. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance. Designed to respond to students' and faculty interest in specific themes or issues not otherwise covered in the curriculum.

**410. SENIOR CAPSTONE IN SPANISH AND HISPANIC STUDIES 3 cr.** Capstone experience chosen in consultation with student's advisor in Spanish. The experience should reflect both the student's interest in Spanish and the courses s/he has taken to fulfill the major. Options include an independent study, a capstone course, or an academic experience in a Spanish-speaking country.



# The Mike Cleary Major in Sports Studies (SPS)

*Associate Professors:* K. M. Manning (Program Director), G. S. Farnell;  
*Assistant Professor:* J. A. Nagle; *Practicum/internship coordinator:*  
B. C. Beigie

The major in Sports Studies (SPS) is offered by the Department of Counseling and Exercise Science.

Sports and sports-related business are significant aspects of society across the continuum of age and time, encompassing the world in which we live—physically, emotionally, mentally, and socially. Sports can be found in all corners of our lives, e.g., school, community centers, business, politics, and world relations. The Mike Cleary Major in Sports Studies is designed to develop and prepare the John Carroll graduate to make a significant contribution to others through, and with, sports: to recognize and respect that sports play a vital role in our society and world—from business to education, to health and wellness; and to follow in the footsteps of John Carroll alumni who have distinguished themselves in sports and sports-related roles such as athlete, coach, athletic trainer, physician, allied health professional, administrator, and sports-information professional. The major in Sports Studies provides our graduates the knowledge, skills, and dispositions to become a leader with, and for, others in sports and sports-related careers.

The major in Sports Studies is one of three majors offered within the Exercise Science, Physical Education, Allied Health, and Sports Studies program. The overall program is committed to the value and importance of high quality physical activity in the lives of all people and, to that end, provides a comprehensive curriculum that encourages the development of knowledge, skills, and dispositions across the continuum of physical activity. The EPAS program is grounded in the Ignatian ideal of the dignity of the individual and promotes goals and outcomes that respect this dignity and strives for the maximum achievement of individual potential.

For students beginning the program in spring 2016, the Sports Studies major consists of 42 semester hours. Candidates will receive in-depth preparation for careers in sports and sports-related positions in such areas as sports administration and management, coaching and recreation, sports, fitness, and wellness for diverse populations. The curriculum focuses on administration, management, program development and implementation, leadership, and working with diverse populations. In addition to the course work, candidates for the major will register for practica and internships that enhance their sense of vision and mission in connection with their career. The Sports Studies major is composed of 21 hours of core courses, 15 hours

of course work within a selected track of study, and 6 hours of electives. Candidates selecting a major in Sports Studies are encouraged to pursue a minor or additional coursework in business, exercise science, communications, or psychological science to enhance career and graduate school options.

## **Program Learning Goals**

*Sports Studies candidates will have the knowledge, skills, and dispositions to be able to:*

1. Demonstrate their knowledge of history, philosophy, mission, personal and professional identity.
2. Demonstrate their knowledge of working with diverse populations within multiple types of sports administration and sports-related settings, and provide evidence of their ability to be an effective leader.
3. Demonstrate their knowledge of organization, leadership, and planning for a variety of situations.
4. Demonstrate their knowledge of research and the appropriate use of research in papers and projects, and for problem-solving and critical thinking.
5. Demonstrate their knowledge related to the collection and interpretation of data and the effective use of data-driven decision-making in an ethical and moral manner with attention to the decision-making process and its impact on others.
6. Demonstrate their knowledge in applied settings through planning, organization, decision-making, reflection, oversight, and implementation of rules, policies, and procedures.
7. Demonstrate their knowledge related to moral and ethical behavior in decision-making of sports professionals in leadership positions.

### **Major Requirements: 42 credit hours**

**Sports Studies Core:** For candidates admitted beginning in spring 2016, 21 credit hours required for all tracks within the major: EPA 201, 408, 497; SPS 312, 413. Select one: MT 122, MT 229, or EC 207/208. Select one: EPA 435 or PL 312.

**Sports Studies Tracks:** Minimum of one, 15-credit-hour track required for major:

- 1. Sports and Athletic Administration track:** 15 credit hours. Select one for 6 credit hours: EC 201/202; AC 201/202; or EC 201/AC 201. Select one for 3 credit hours: BI 107/108/109, or CS 150. Required: MN 325, MK 301.
- 2. Coaching and Recreation:** 15 credit hours. SPS 213 or 214, SPS 215, SPS 300, EPA 230, EPA 432.
- 3. Sports, Fitness and Wellness for Diverse Populations:** 15 credit hours. EPA 208, 340, 420, 432, SPS 215.

**Electives (a minimum of 6 credit hours):** CO 226, SPS 213, 214, 300, EN 299A, EPA 200, 208, 230, 340, 411, 420, 432, PS 310, PS 420, SC 285.



Requirements for acceptance and continuation as a Sports Studies major:

The application process includes:

### 1. **Application Process**

- A formal meeting with the program director for Exercise Science, Physical Education, Allied Health, and Sports Studies.
- An evaluation of academic course work.
- A statement of professional goals and expectations related to the Sports Studies major and professional track selected.
- The fulfillment of the following academic requirements:
  - 2.0 or higher major GPA
  - 2.0 or higher overall GPA

### 2. **Acceptance Decisions**

- **Accept:** Candidate may continue to take course work within the major course of study.
- **Conditional Acceptance:** Candidate may continue to take course work within the major course of study, but certain restrictions have been placed on continuation in the program. Conditional acceptance may remain in effect for no longer than one academic year.
- **Defer:** Student is not accepted into the major at this point.

### 3. **Continuation in the Major**

- Student evaluations will be conducted each semester for continuation in the program.

### 4. **Practicums**

- Candidates will be placed into 2 different practicum experiences.
  - EPA 201: Entry-level experience in a sports or sports-related experience on or off-campus.
  - EPA 408: Junior/Senior level.
    - Placement in a sports or sports-related experience on or off-campus.
- Evaluations from these practicums will be used for decisions related to:
  - Continuation in the program.
  - Internship placement.

### 5. **Capstone Experience: Internship**

- Candidates, during the junior year, must identify a specific internship experience that aligns with intended professional and/or graduate school goals.
- Prior to the beginning of the internship, candidates are responsible for the following:
  - Meeting with the John Carroll internship coordinator for approval of the specific internship experience.

- Obtaining approval from the proposed internship site supervisor for completion of all internship requirements.
- Completion and submission of all required formal documentation to the John Carroll internship coordinator for final approval of the internship experience.
- Approval of the internship experience by the John Carroll internship coordinator must be obtained in writing prior to beginning the experience.
- Please consult the Internship Handbook for the specific details and required forms.
- If a candidate is not approved for an internship, additional content-area course work will be substituted.

## 6. Exit Assessment

- Candidates for graduation will complete a formal exit interview in their final semester of course work.
- Candidates for graduation will complete a formal written program evaluation specific to their major.

## Sports Studies (SPS)

### Theory and Practice Courses

#### **213. TEACHING AND COACHING INDIVIDUAL SPORTS 3 cr.**

Examination of prevailing theories and methods used by successful coaches at all levels of competition in the areas of: developmentally appropriate styles for teaching and coaching; teaching individual sport skills; preparing for teaching and coaching sessions; developing conditioning programs for specific individual sports, and effective game-day coaching. Examination of the technology used to enhance coaching and learning and current research in coaching.

**214. TEACHING AND COACHING TEAM SPORTS 3 cr.** Examination of prevailing methods used by successful coaches at all levels of competition in the areas of: teaching team sport skills, preparing for teaching and coaching; developing conditioning programs for specific team sports; technology used to enhance coaching, effective game-day coaching, and research on effective coaching.

**215. PSYCHO-SOCIAL ASPECTS OF COACHING 3 cr.** Overview of principles, theory, and practice related to the psychological and sociological factors involved in exercise, fitness, play, and sport.

**299. SPECIAL TOPIC 1-3 cr.** Prerequisite: permission of instructor. Topics are published in the schedule of classes for each term.

**300. QUALITIES AND CHARACTERISTICS OF LEADERSHIP IN**

**COACHING 3 cr.** Prerequisite: SPS 215. Exploration of major leadership theories and models and a practical application of theories; examination of methods used by successful coaches in different sports throughout history; investigation of leadership qualities focused on individuals, teams, and organizations.

**312. SPORTS GOVERNANCE 3 cr.** Critical analysis of sports governance at multiple levels, including the examination of the development and implementation of policies and procedures at different levels of competition, e.g., pros, college, high school; evaluation of how contemporary sport deals with issues such as gender, race, ethnicity, and national identity; and development of a perspective on future issues in sports governance.

**413. AREAS AND FACILITIES IN ATHLETICS, EXERCISE SCIENCE, AND PHYSICAL EDUCATION 3 cr.** Introduction to facility management for health, fitness, physical activity, recreation, and sport. Includes such areas related to facility management as: organization and management principles, policy and procedure development, ethical decision making, planning the key to success, human resource management, management of the marketplace, financial management, risk management, programming, volunteer management, and special event planning.

**440. INDEPENDENT STUDY 1-3 cr.** Prerequisite: permission of instructor. Intensive study of problems and concerns in a selected area of sports or sports-related topics.



# Theology and Religious Studies (TRS)

*Professors:* J. F. Kelly, P. Lauritzen, S. E. McGinn (Chair), P. K. Nietupski, E. P. Hahnenberg, Z. Saritoprak; *Assistant Professor:* E. Antus; *Visiting Assistant Professor:* K. Tobey; *Writer-in-Residence:* D. Cozzens

John Carroll University considers the study of theology and religion an integral part of a liberal education. As a Jesuit and Catholic university, John Carroll provides the opportunity for students to choose courses designed to give them an understanding of their faith commensurate with their other learning. The University Core requirement in theology and religious studies is satisfied by TRS 101 and a second appropriately designated 3-credit TRS course at the 200 or 300 level.

TRS 101 is designed to introduce students to the academic study of theology and religion and to address several issues and topics fundamental to the field. The options for the second course allow students to continue and deepen their study of one or more of the issues and topics introduced in the first course. TRS 101 is a prerequisite to all other courses offered in the department.

Courses at the 200 and 300 levels are open to all students except where prerequisites are specifically stated. Course numbers indicate subject areas, not the level of difficulty of a course. The lower-division courses (200-level) involve broad surveys of a topic while upper-division courses (300-level) have more specific and limited foci. Enrollment in 400-level courses typically is restricted to TRS majors and minors; other students require the permission of the department chair.

The Department of Theology and Religious Studies offers a major and minor. The major in theology and 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 several endowments: the Walter and Mary Tuohy Chair of Interreligious Studies, the Bediüzzaman Said Nursi Chair in Islamic Studies, the F. J. O'Neill Charitable Corporation Fund, and the Jack and Mary Jane Breen Chair in Catholic Systematic Theology. For details on these programs, see pages 426-432.

## **Five-Year Integrated B.A./M.A. Program**

The five-year integrated B.A./M.A. program in Theology and Religious Studies is designed for undergraduate theology and religious studies majors who wish to earn the master's degree with an additional year of study beyond the baccalaureate degree. Undergraduate students majoring in theology and religious studies may apply for admission to the M.A. program in their junior year. Once accepted, they may begin taking graduate courses in order to complete the M.A. in their fifth year. The master's degree is a 30-credit-hour program. Normally

students will complete 6 graduate credits between the fall and spring of senior year, 6 credits in the summer between their fourth and fifth years, and 18 credits between the fall and spring of the fifth year. More information about this program is available on the department website: <http://go.jcu.edu/trs>.

Program requirements and course descriptions for the Master of Arts in Theology and Religious Studies are published in the *Graduate Studies Bulletin* and are available on the Theology and Religious Studies website.

## **Program Learning Goals in Theology and Religious Studies**

Students will:

1. Understand the religious dimensions of human experience, history, and cultures.
2. Critically analyze religious expressions in sacred texts, art, ritual practices, and ethical commitments.
3. Recognize cultural and religious diversity globally, with particular awareness of Catholic approaches to interreligious dialogue.
4. Appreciate the relationship between religious commitment and efforts to address injustice and live ethically.

### **Major and Minor Requirements**

**Major in Theology and Religious Studies:** 36 credit hours.

One introductory course (TRS 101).

Two courses in Scripture, one lower-division (TRS 200–209), and one upper-division (TRS 300–309, 400–409).

One course in the history of Christianity (TRS 220–229, 320–329).

Two courses in systematic theology, one lower-division (TRS 230–239), and one upper-division (TRS 330–339, 430–439).

Two courses in world religions selected from the following:

- Judaism (TRS 210–219, 310–319)
- Islam (TRS 240–249, 340–349)
- Asian Religions (TRS 250–259, 350–359)

Two courses in religious ethics, one lower-division (TRS 260–269), and one upper-division (TRS 360–369, 460–469).

One upper-division elective (3 cr.).

Senior Seminar (TRS 493).

At least two courses must be on the 400 level; one of these is TRS 493.

A comprehensive examination is required.

Courses in the Integrative Core Curriculum may be used to meet 200- and 300-level course requirements for the TRS major.

Although not required, majors are strongly encouraged to study abroad.

**Minor in Theology and Religious Studies:** 18 credit hours.

One introductory course (TRS 101).

Three courses (9 credits), one each from *three* of the following areas:

- Scripture (TRS 200–209, 300–309)
- History of Christianity (TRS 220–229, 320–329)
- Systematic Theology (TRS 230–239, 330–339)
- World Religions:
  - Judaism (TRS 210–219, 310–319)
  - Islam (TRS 240–249, 340–349)
  - Asian Religions (TRS 250–259, 350–359)
  - Religious Ethics (TRS 260–269, 360–369)

One 300- or 400-level elective (3 credits).

Senior Seminar (TRS 493).

Courses in the Integrative Core Curriculum may be used to meet the 200- and 300-level course requirements for the TRS minor.

**101. INTRODUCTION TO THEOLOGY AND RELIGIOUS STUDIES 3 cr.**

Introduction to the academic study of theology and religion. Topics include the nature of religion; the human search for meaning; revelation; symbol, myth, and ritual; and faith as it relates to reason, experience, and morality. Introduction to the areas of scripture, theology, ethics, and non-Christian religious traditions. TRS 101 is designed to prepare students for courses at the 200 and 300 levels.

**200. OLD TESTAMENT/TANAKH 3 cr.** Historical and cultural environment of Jewish Bible (“Old Testament”), its nature and composition, and its religious and theological developments.

**205. NEW TESTAMENT 3 cr.** Development and composition of the New Testament; the historical, cultural, and religious environments out of which it arose; and the various theological perspectives found within it.

**210. INTRODUCTION TO JUDAISM 3 cr.** Historical overview of the development of Judaism from its biblical beginnings through the modern period, including a discussion of the major religious ideas of classical Judaism.

**220. HISTORY OF CHRISTIANITY I 3 cr.** Christianity from its origins to 1300: earliest communities, encounter with the Roman world, establishment of Christian intellectual and artistic life, monasticism, barbarian conversions, rise of the papacy, and Gothic cathedrals.

**222. AMERICAN CHRISTIANITY 3 cr.** Development of Christianity in the U.S. from the colonial times to today. Emphasis on 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, Industrial Revolution, Catholic education, prohibition, fundamentalism, rise of the laity, and modern secularism.

**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.

**224. MINORITY RELIGIONS 3 cr.** Examines the histories, traditions, and lived religious practices of select minority religious groups by exploring nodes of interaction and exchange with wider American culture (e.g., through architecture, commerce, food, law, and media). Case studies consider such questions as the shifting contextual meaning of the labels minority/majority and marginal/central; their purposes, utility, and inadequacy; distinct ways American religious groups affect one another; and how religious groups maintain their distinct identities and reinforce their boundaries.

**225. RELIGION IN POPULAR CULTURE 3 cr.** Examines the dynamic relationship between religion and popular culture by investigating the role of religion in such “secular” phenomena as mainstream U.S. literature, music, and film. Emphasis on the particular influence that Catholic authors, actors, and musicians have had in shaping contemporary U.S. popular culture.

**226. RELIGIONS OF OHIO AND THE WESTERN RESERVE 3 cr.** Investigates the rich religious history of Ohio and the Western Reserve, which has served as an incubator for several well-known religious groups and significant religious modes, from the ancient mound-builders to the present day. Case studies are used to consider broader theoretical concerns about the role of place in the religious lives of individuals and communities.

**230. 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.

**231. CONTEMPORARY CATHOLIC THEOLOGY: GLOBAL PERSPECTIVES 3 cr.** Surveys and studies the significant contribution of the contemporary Roman Catholic tradition and, in particular, contemporary Catholic theologians, to globalization issues of economics, demography, ecology, consumerism, immigration, human trafficking, and interreligious conflict.

**232. JESUS: HISTORY AND THEOLOGY 3 cr.** 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. SAINTS AND SOCIETY 3 cr.** The theological significance of saints in the Roman Catholic tradition. Topics include the origins of the cult of the saints, changing models of sanctity, ritual and devotional practices, the process and politics of canonization, and the implications of the veneration of saints for a theological treatment of God, the church, and the human person.

**234. THEOLOGY BEHIND BARS 3 cr.** Focus on theological writings produced while their authors were imprisoned. These primary-source accounts reflect intense mental, spiritual, and physical anguish, at the same time expressing hope, despair, contrition, courage, solidarity, conviction, faith, purpose, and often wisdom. Many testify to the pervasive inequity of the criminal-justice system with regard to the poor.

**235. CATHOLICISM IN A DIGITAL AGE 3 cr.** The theological significance of the digital revolution for the Catholic experience of faith, with particular emphasis on communication technologies and their implications for the Roman Catholic Church as a global religious institution. Surveys the historical impact of technological innovation on the church and explores in depth several theological topics currently being rethought in light of technological change.

**236. CHURCH AND MINISTRY 3 cr.** Survey of the theology of church and ministry taking into account the biblical background and historical developments, and focusing on issues and ideas surrounding ministry today. Locates ministry and church mission within a broadly Christian ecumenical perspective, with an emphasis on the Roman Catholic experience.

**240. INTRODUCTION TO ISLAM 3 cr.** Surveys the history of Islam, impact of Islamic belief and culture on global social and political development, and fundamental tenets and practices of Islam. Includes a modern interpretation of the Islamic tradition.

**252. RELIGIONS OF INDIA 3 cr.** Study of interpretation of India's religions and cultures, including the discussion of methods and cultural biases in the study of foreign religions and cultures. Focus on Hinduism and Buddhism in the Indian subcontinent and how these were transmitted to other Asian countries.

**253. 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.

**254. 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 seventh century CE, and the developments of Tendai, Kegon, Zen, and Shingon beliefs and practices.



**260. MORAL DECISION MAKING 3 cr.** Examination of contemporary moral issues with a focus on methods for analyzing and evaluating moral problems; sources from the Christian tradition that form moral identity and ethical decisions.

**261. 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.

**268. CATHOLIC MORAL THEOLOGY 3 cr.** Methods for making informed and prudential moral decisions grounded in experience, Scripture, church teaching, and rational discourse. Addresses contemporary interpersonal and social problems in light of moral theory within the Catholic tradition.

**270. FIGUREHEADS, FOUNDERS, VISIONARIES 1-3 cr.** Focus on one or more key individuals who have influenced the historical development of one or more religions and spiritual pathways. Specific content and number of credits to be announced when offered.

**271. CHRISTIAN SPIRITUALITY 3 cr.** The interior life studied from the perspective of spiritual freedom and transformation grounded in the life and teaching of Jesus. Probes the deepest longings of the heart and their relationship to human and spiritual fulfillment.

**272. SOUL FOOD AND FOOD FOR THE SOUL 3 cr.** African-American spirituality, religion, and identity formation through religious and food experiences within the family and the greater African-American cultural group. History of food availability and preparation. Film portrayals of African-American family unity maintained through cultural traditions related to food. *This course is linked with IC 208 in the Engaging Human Experience sector of the Integrative Core Curriculum.*

**299. SPECIAL TOPICS 1-3 cr.** Selected topics in one of the areas of theology and religious studies. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**300. HISTORY OF THE ANCIENT NEAR EAST (HS 300) 3 cr.** History, culture, and religions 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.

**302. THE BIBLE THROUGH THE EYES OF THE HUNGRY 3 cr.** The Bible presents the poor as objects of God's special protection, and views their treatment by members of the wider society as the litmus test of whether a society is righteous or wicked. Focus on the Bible's critique of the dynamics of food scarcity, displacement, exile, drought, despair, and other basic hungers of the human race.

**306. JESUS IN FILM AND HISTORY 3 cr.** Introduction to the words and deeds of the historical Jesus of Nazareth, as understood by his contemporaries. Comparisons to how Jesus was later understood and portrayed by his followers (e.g., in the New Testament) and in popular media (art, literature, and film).

**308. HEALING IN EARLY CHRISTIANITY & THE GRECO-ROMAN WORLD 3 cr.** Exploration of the understanding of health and healing in the gospels and other early Christian traditions, and of Jesus' role as healer, in comparison to other contemporaneous Greco-Roman religious traditions (e.g., Galen, the author of the most influential medical textbook in the Western world, and the Asclepius cult, the world's first system of holistic medicine).

**309. SPECIAL TOPICS IN BIBLICAL STUDIES 1-3 cr.** Selected topics relating to the Bible and biblical archaeology. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**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.

**319. SPECIAL TOPICS IN JEWISH STUDIES 1-3 cr.** Selected topics relating to the history, culture, faith, and practice of the Jewish people. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**321. 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.

**322. 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 contexts.

**323. 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.

**324. HISTORY OF CHRISTMAS 3 cr.** Origins of the feast; gospel infancy narratives; apocryphal traditions; Christology; Christmas in Medieval art and drama; cult of Saint Nicholas; origins and growth of Christmas music; Puritan attack on the feast; decline of the feast in 18<sup>th</sup> century; impact of the Industrial Revolution; Washington Irving, Charles Dickens, and establishment of modern Christmas; modern commercialization; contemporary developments.

**326. 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 beliefs and cultural forces. Topics include the Book of Job, the rise of Satan, Augustine and original sin, Satan in medieval art, Dante, Milton, the Reformation, the Enlightenment, Mary Shelley, the demonic and Gothic, and modern theological and scientific approaches.

**328. THE FRANCISCAN MOVEMENT 3 cr.** Franciscan movement from its origins with Francis of Assisi to its contemporary manifestations. Historical and spiritual aspects of the Franciscan phenomenon and its import for the Church today. Offered at the Center for Pastoral Leadership.

**329. SPECIAL TOPICS IN CHRISTIAN HISTORY 1-3 cr.** Selected topics relating to the history of the Christian community in its various manifestations. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**330. MODELS OF GOD 3 cr.** Comparison of several models for understanding God and God's relations to the world. Personal models (parent, friend); the soul-body model; traditional models (monarch, being Itself); process models (cosmic lover, creator-redeemer-liberator); and the God-as-mystery model.

**331. SIN, GRACE, AND WHOLENESS 3 cr.** Introduction to theological anthropology, the study of the human being in relation to God and in conflict with evil, in order to secure a doctrinal foundation for the understanding of Christian spirituality. Readings include selections from the Bible and later theologians/movements such as Augustine, Julian of Norwich, Thomas Aquinas, Martin Luther, the Council of Trent, Karl Rahner, and feminist and liberation theology.

**332. CHRISTOLOGY 3 cr.** Study of the principal developments in theological reflection on the meaning and significance of Jesus Christ in the New Testament and in later church tradition; consideration of how contemporary Christology is both affected by and responds to crucial concerns of today's culture.

**333. UNDERSTANDING 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.

**334. SACRAMENTS 3 cr.** Introduction to the concept and nature of "sacrament" and to the historical, liturgical, and theological development of the seven sacraments, which are studied in general as well as individually. Emphasis on sacraments of initiation (baptism, confirmation/chrisamation, eucharist) with consideration of sacraments of healing (penance, healing of the sick) and of Church service/government (matrimony, holy orders). Also examines the "sacramental imagination" as a way to understand theological assumptions that play a large part in Catholic spiritual tradition.

**335. WHAT HAPPENED AT VATICAN II 3 cr.** The Second Vatican Council as a historical, sociological, and theological event. Explores what happened at Vatican II, in particular its causes and effects in the life of the Roman Catholic Church.

**336. 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.

**339. SPECIAL TOPICS IN SYSTEMATIC THEOLOGY 1-3 cr.** Selected problems or authors in systematic theology. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**341. ISLAM IN AMERICA 3 cr.** Introduction to the history of Islam and its arrival in the New World. Focus on the experience of American Muslims, including African-American Muslims, immigrant Muslims, and new American converts. Considers all levels of the Muslim public sphere in the U.S. and current U.S. relations with Muslim countries.

**342. ISLAM AND THE ENVIRONMENT 3 cr.** Overview of environmental issues and Islamic approaches to these challenges based on the major sources of Islam: the Qur'an and the Hadith. Islamic principles regarding the natural world and humanity's place within it, and Islamic legal strictures to protect the environment. Special emphasis on contemporary Islamic activism to protect the natural world.

**349. SPECIAL TOPICS IN ISLAMIC STUDIES 1-3 cr.** Selected topics relating to the Qur'an and/or the history, faith, and practice of the Muslim community. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**350. TUOHY CHAIR 1-3 cr.** Special seminar offered by a visiting Tuohy scholar. Specific content and number of credits to be announced when offered. See the Tuohy website (<http://go.jcu.edu/tuohy>) for further information. May be repeated with a different topic.

**351. SILK ROAD RELIGIONS 3 cr.** Focuses on religion, art, and politics on the international trade routes of East, Central, and South Asia, from the second through the twentieth centuries. Representative examples are presented chronologically and carefully situated within their political and religious contexts. Interdisciplinary methodology includes consideration of histories, religions, arts, and politics of the times.

**359. SPECIAL TOPICS IN ASIAN RELIGIONS 1-3 cr.** Selected topics relating to the religions of Asia and/or manifestations of western religions in an Asian context. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**361. LIBERATION ETHICS 3 cr.** Focuses on the ethics that arose out of the moral indignation of Latin Americans, Africans, and Asians in response to injustices. This ethics begins with the concrete reality of the poor and oppressed and moves toward the transformation of persons and structures as its goal. Includes reflection on a people's experience in light of social-scientific analysis and scripture.

**362. RELIGION, ETHICS, AND PUBLIC POLICY 3 cr.** Focuses on debates about the role religion should play in the formulation of public policy in the United States. Considers works of Rawls, Hauerwas, Stout, and others.

**363. JUSTICE AND THE ECONOMY 3 cr.** Seminar focusing on the relationship between economic and ethical choices and their implications, using basic economic and theological-ethical frameworks for decision making; case studies.

**364. CHRISTIAN SEXUALITY 3 cr.** Study of human sexuality, its meaning and mystery, and ethical issues related to sexual behavior and attitudes, all from a Christian perspective. Christian wisdom and wisdom of the ages in light of human experience and contemporary theories of the meaning and significance of sexuality. Special attention to the inherent relationship between spirituality and sexuality.

**368. CHRISTIAN SOCIAL JUSTICE 3 cr.** Examination of Catholic and Protestant social teachings that contribute to a social ethics. Special focus on political, economic, and cultural problems, including war and peace, poverty, and prejudice.

**369. SPECIAL TOPICS IN RELIGIOUS ETHICS 1-3 cr.** Selected issues or authors in religious ethics. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**371. IGNATIAN SPIRITUALITY: ORIGINS AND DEVELOPMENT 3 cr.** Study of the life and writings of Ignatius Loyola and the spirituality that emerged from his religious experience, the dissemination of Ignatian spirituality across the globe through the creation of the Jesuit order, the mission and ministry of the first Jesuits, the development of Ignatian spirituality through the centuries, and its contemporary relevance.

**372. 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 and anthematic presentations as expressions of a basic understanding of life and being in the African-American experience.

**373. DOROTHY DAY AND THOMAS MERTON 3 cr.** Study of two of the most significant American Catholic writers of the 20<sup>th</sup> century, whose work has been acknowledged and praised for both its spiritual depth and prophetic witness. Focus on Day and Merton as guides for the spiritual seekers of the 21<sup>st</sup> century.

**379. SPECIAL TOPICS IN SPIRITUALITY 1-3 cr.** Selected topics relating to the work of great spiritual leaders and/or to spiritual practices such as prayer, worship, and meditation. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**389. SPECIAL TOPICS IN PASTORAL/PRACTICAL THEOLOGY 1-3 cr.** Selected topics in the area of pastoral theology and ministry. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**399. SPECIAL TOPICS 1-3 cr.** Selected topics in one of the areas of theology and religious studies. Specific content and number of credits to be announced when offered. May be repeated with a different topic.

**Note:** Registration in all 400-level courses requires prior permission from the instructor and the department chair, except for TRS majors/minors and graduate students.

**400. ENGAGING SCRIPTURES: INTRODUCTION TO BIBLICAL INTERPRETATION 3 cr.** Problems of and approaches to understanding the Jewish and Christian scriptures. Special focus on the methods essential to exegesis, biblical interpretation, and contemporary uses of the scriptures.

**405. “REJECTED BOOKS” OF THE BIBLE 3 cr.** Introduction to the non-canonical writings of formative Judaism and early Christianity. Intensive study of selections from the intertestamental, apocryphal, and pseudepigraphical literature of the Old and New Testaments; the Mishnaic and later Talmudic literature; and the writings of early Christian authors.

**406. NEW TESTAMENT ETHICS FOR CONTEMPORARY CULTURE 3 cr.** Ethical perspectives and prescriptions conveyed by the New Testament. The teaching and praxis of Jesus, including his concern for the poor and solidarity with the marginalized, provide the center of gravity for analysis of a cross-section of the paraenetic teaching and ethical traditions in the New Testament. Students develop sophisticated tools for understanding the New Testament’s contribution to contemporary ethical debates.

**408. PAUL OF TARSUS: RABBI OR REVOLUTIONARY? 3 cr.** Introduction to the cultural and historical background of the life and career of the Apostle Paul, examination of his major writings, writings in the Pauline traditions, their impact in their original historical-cultural settings, and uses of these texts in other settings today.

**420. THE RISE OF CHRISTIANITY 3 cr.** Emergence of Christianity into the Greco-Roman world during the first six centuries. Key topics include: establishment of Trinitarian theology and Christology; relations of Church and State; roles of women; origins of monasticism; interaction with pagan culture; establishment of ecclesiastical structures; early Christian art; major figures (Constantine, Athanasius, Augustine); and the Church’s growing self-understanding.

**421. CRADLE OF CHRISTIANITY: EARLY CHRISTIANITY IN SYRIA & ASIA MINOR 3 cr.** The rise of Christianity in Roman Syria and Asia Minor (modern Turkey) through study of literature and sites significant to this development. Traces Christian development from northern Palestine through Syria, Cappadocia, and Anatolia, to Ephesus, the “metropolis of Asia.” Often done “on location” during a study tour of Syria, Turkey, and/or Greece.

**422. AUGUSTINE: LIFE, THEOLOGY, INFLUENCE 3 cr.** Introduction to Augustine of Hippo (CE 354–431), a magisterial figure in the history of Christian thought who remains significant for contemporary Christianity. Topics include Augustine’s views of early church and state, marriage and sexuality, original sin, and freedom of the will.

**430. INTRODUCTION TO SYSTEMATIC THEOLOGY 3 cr.** Consideration of key concepts necessary for understanding how theology works: faith, revelation, scripture, symbol, tradition, community, and method. Exploration of how these concepts work in the writings of a few significant theologians. Placement of these thinkers within their historical and cultural worlds, in order to help students reflect on what it means to do theology out of their own unique commitments, contexts, and life experiences.

**431. READINGS IN FEMINIST THEOLOGY 3 cr.** Exploration of the way in which the feminist movement has affected the articulation of Christian doctrine through a reading and analysis of the works of contemporary feminist theologians. Includes a survey of feminist theory from the late 18<sup>th</sup> century to the present.

**450. FAITHS OF ABRAHAM: JUDAISM, CHRISTIANITY, AND ISLAM 3 cr.** Cross-cultural approach to the study of Judaism, Christianity, and Islam, all of which claim Abraham, the Biblical patriarch, as their “father in faith.” Uses American and selected international religious communities as case studies.

**451. PILGRIMAGE 3 cr.** Examination of the phenomenon of pilgrimage as a unifying theme in the study of world religions and as a key component of religious life. Isolates the theme of pilgrimage and considers it as a perspective on the unity of spirit, mind, and body as an expression of the inseparability of individuals and larger religious communities. Uses pilgrimage as a point of departure for investigations of symbols, rituals, myths, laws, doctrines, faiths, and visions manifested in world religions.

**491. INTERNSHIP 1-4 cr.** Prerequisites: permission of department chair and instructor. An internship/practicum experience in the field(s) of ministry, religious studies, and/or theology. Involves supervised work at a religiously-affiliated institution or agency engaged in direct service to and/or advocacy in the local community. Each student is placed in a local institutional context best suited to individual skills and interests, receives on-the-job mentoring, and engages in guided theological and spiritual reflection through a written journal and weekly seminar discussions. May be repeated with a different topic or placement.

**492. INDEPENDENT STUDY 1-3 cr.** Prerequisites: permission of department chair and 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 research paper is required.

**493. SENIOR SEMINAR 3 cr.** Prerequisite: permission of department chair. Capstone seminar for TRS majors and minors. Normally taught in fall semester.

**494. THE CATHOLIC EXPERIENCE 3 cr.** Prerequisite: permission of department chair. Capstone seminar for students in the Catholic Studies program. Normally taught in spring semester.

**499. SPECIAL TOPICS 1-3 cr.** Selected topics in one of the areas of theology and religious studies. Specific content and number of credits to be announced when offered. May be repeated with a different topic.





# Women's and Gender Studies (WG)

Program Director: K. M. Gatto (Classical and Modern Languages and Cultures); Advisory Committee: M. E. Beadle (Communication and Theatre Arts); S. Casciani (Classical and Modern Languages and Cultures); M. A. Eng (Philosophy); G. Compton-Engle (Classical and Modern Languages and Cultures); K. L. Gygli (Communication and Theatre Arts); S. O. Long (Sociology and Criminology); J. M. McAndrew (History); G. Lacueva (Physics); P. A. Mason (Political Science); M. Moroney (English); M. Pereszlenyi-Pinter (Classical and Modern Languages and Cultures); D. J. Rosenthal (English); D. Taylor (Philosophy); B. A. Wirkus (Philosophy); S. D. Young (Psychology)

The program in Women's and Gender Studies enables students of any discipline to familiarize themselves with a vast body of knowledge that has historically been neglected: the ways in which social structures—including gender, sexuality, race, and class—affect the lived experience primarily of women, but also of men. All women's and gender studies courses at John Carroll University have as their basis:

- the examination of diversity and the consequences of unequal power and opportunity.
- the examination of sex-based inequities as they affect primarily women of all classes, races, and sexual and ethnic identifications.
- the examination of issues of social justice and human dignity from a global perspective.
- the creation of strategies for critiquing and changing the existing status of women.
- the encouragement for students to integrate these strategies into their lives.

## **Program Learning Goals in Women's and Gender Studies**

Students will:

1. Recognize how the social and cultural constructions of gender have shaped the experiences of men and women historically and geographically.
2. Understand connections between gender and power in a global context;
3. Examine gender roles from multiple perspectives and disciplines.
4. Evaluate feminist critical scholarship and methodologies.
5. Analyze the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.).
6. Develop abilities and skills to deal positively and effectively with gender issues.
7. Appreciate the ethical and social justice dimensions and implications of the study of gender.

## Major and Minor

**Major in WG:** 36 credit hours. WG 101, 301, and 450 are required. 27 additional hours, i.e., nine additional courses, are required and are to be distributed as follows: 9 hours (three courses) from the humanities, 9 hours (three courses) from the social sciences, including psychology, and 9 hours (three courses) from the list of approved WG courses. At least nine of these additional hours must be at the 300 or 400 level.

**Minor in WG:** 18 credit hours. WG 101, 301, and 450 are required. Nine additional hours, i.e., three additional courses, are required and are to be selected from the list of approved WG courses. No more than two of these additional courses may be from the same discipline. Normally, at least one will be from the humanities and one from the social sciences.

Please see the program web page (<http://sites.jcu.edu/womensstudies/>) for the most current listing of approved courses. The specific courses required may change depending on the course offerings of other departments.

### **101. INTRODUCTION TO WOMEN'S AND GENDER STUDIES 3 cr.**

Introduction to the interdisciplinary field of women's and gender studies and its scholarship. Texts and films address issues such as patriarchy, sexism, homophobia, racism, bodies and sexuality, poverty, families, violence, and resistance.

**299. SPECIAL TOPICS 1-3 cr.** Selected topic in Women's and Gender Studies announced in advance. May be repeated with a different topic.

**301. SEX AND GENDER IN A GLOBAL CONTEXT 3 cr.** Explores analyses of women and gender from non-American and non-European perspectives. The geographical scope spans Latin America, Africa, India, South Asia, Australia, and the Middle East. Topics include a cross-cultural analysis of the construction of sex and gender around the world, the intersection of global sexism and racism, postcolonial and transnational feminisms, and cross-cultural feminist political theories and epistemology.

**450. WOMEN'S AND GENDER STUDIES CAPSTONE: INTEGRATING THEORY AND PRACTICE 3 cr.** Uses interdisciplinary and intersectional frameworks to explore theories that articulate and define principles of feminism; subsequent application of these theories to the discussion of practical issues of concern to women, e.g., violence, poverty, war, economic justice, sexuality, and body image.

**498. ADVANCED SUPERVISED STUDY 3 cr.** Supervised independent study on special topics. For advanced students.

# Endowed Centers, Chairs, Professorships, and Lectureships

## ENDOWED CENTERS

### **The Edward M. Muldoon Center for Entrepreneurship**

The Edward M. Muldoon Center for Entrepreneurship was created in 1999 with a gift from Mr. Muldoon, a 1948 John Carroll graduate, and a matching gift from the Boler Challenge Fund, to establish a permanent home for the entrepreneurship program of the University. The Muldoon Center's objective is to educate, connect, and enrich people who are entrepreneurs or are interested in entrepreneurship.

The center helps supervise the minor in entrepreneurship, which was developed with the assistance of the Burton D. Morgan Foundation to leapfrog other programs in entrepreneurship by adopting "best practices" from the top programs in the country.

According to national statistics, 75% of all entrepreneurs today started as arts and sciences majors. Thus, the center offers students, regardless of major, a unique series of opportunities to utilize their academic skills in a real-world setting. These programs allow students to develop their ideas, work with and learn from business owners, and participate in competitions both on our campus and through the eleven schools of the Entrepreneurship Education Consortium.

In addition, the center provides support for the Entrepreneurs Association (EA), a group of local private company business owners and professionals. The EA provides members with the opportunity to network, attend professional development programs, and assist with student co-curricular programming.

For additional information, visit: [www.jcu.edu/muldoon](http://www.jcu.edu/muldoon).

## ENDOWED CHAIRS

### **The Bediüzzaman Said Nursi Chair in Islamic Studies**

The Bediüzzaman Said Nursi Chair in Islamic Studies was established in 2003, as an integral part of the Department of Theology and Religious Studies, in order to enhance the intellectual life of John Carroll University through the teaching of courses on Islam and Islamic culture. Such intellectual enrichment is part of John Carroll's mission as a Jesuit, Catholic university. Named in honor of Bediüzzaman

Said Nursi (1879-1960), a prominent Islamic scholar from Turkey, the Nursi Chair arose from the gracious gift of two Turkish businessmen and other members of the Muslim and Turkish communities of Cleveland.

The primary goals of the Nursi Chair are (1) to foster a better understanding of Islam and Islamic theological traditions among the students of John Carroll University and, secondarily, among the other members of the John Carroll community, residents of the greater Cleveland area, and various national and international audiences; and (2) to promote dialogue on issues pertaining to Islam among the various members of the John Carroll University community, with other residents of the greater Cleveland area, and with wider national and international audiences. Key strategies by which the chair achieves these goals include:

1. Offering undergraduate and graduate courses on the religion of Islam, and on themes relating to Islamic spirituality and culture.
2. Promoting curriculum development in areas relating to Islam and Islamic culture.
3. Contributing to the discipline of Islamic theology through research, publication, and professional activities.
4. Creating curricular and co-curricular opportunities such as study abroad programs in Islamic countries.
5. Hosting activities expressive of the theology, spirituality, and culture of Islam.
6. Sponsoring national and international conferences on issues related to Islam.
7. Offering other opportunities for dialogue on issues pertaining to Islam among students, faculty, staff, and administrators at John Carroll University, and among the greater Cleveland community
8. Promoting interreligious dialogue between Islam and other religious traditions.
9. Maintaining regional and worldwide connections through speaking engagements, professional associations, special projects, and consultations.

The inaugural holder of the Nursi Chair is Dr. Zeki Saritoprak.

### **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 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, Dr. Raj Aggarwal, and Dr. LeRoy Brooks. The current chairholder is Dr. William Elliott.

### **Raymond and Eleanor Smiley Endowed Chair in Business Ethics**

The Raymond and Eleanor Smiley Endowed Chair in Business Ethics in the Boler School, established in 2012, is intended to ensure that tomorrow's leaders have a strong foundation in business ethics and the tools to confront and navigate ethical challenges in the business world. The chairholder teaches business ethics classes at the undergraduate and graduate levels and brings together accomplished business and not-for-profit professionals, faculty, and students to engage in conversations related to business and ethics. In addition, the chairholder organizes conferences and symposia to assist business leaders, students, and faculty in gaining special insight into the challenges of ethical and moral leadership in today's business world.

### **The Walter and Mary Tuohy Chair of Interreligious Studies**

The Walter and Mary Tuohy Chair of Interreligious Studies was founded in 1966 in honor of the late Walter Tuohy—a dedicated Catholic layman, active member of the National Conference of Christians and Jews, and zealous promoter of religious understanding—and his wife Mary. Established as an integral part of the Department of Theology and Religious Studies, the goal of the Tuohy Chair is to enhance the mission of John Carroll University by fostering interreligious dialogue among members of the University community, with other residents of the greater Cleveland area, and with wider national and international audiences. Key strategies by which the chair achieves this goal include:

1. Bringing to campus distinguished scholars of the major religious traditions to dialogue with students, faculty, religious leaders, and the general public, via a series of lectures, free and open to the public.
2. Sponsoring courses, open to both undergraduates and graduate students, on interreligious topics.
3. Sponsoring occasional lectures in the area of interreligious dialogue.
4. Making the Tuohy lectures available to the public through print and on-line media.

Past Tuohy Chair lecturers have included such major figures in theological scholarship as John Cobb, David Tracy, Theodore Stephanopoulos, Thomas Hopko, Demetrios Constantelos, Anglican Bishop R. C. P. Hanson, Michael A. Fahey, S.J., Martin McNamara, M.S.C., William H. C. Frend, Roderick A. F. Mackenzie, S.J., W. Norman Pittenger, Sophie Laws, Robert Eno, S.S., Fredrick W. Norris, Rabbi Arthur J. Lelyveld, Brian Daly, S.J., Charles S. McCoy, Joseph T. Lienhard, S.J., Alastair Campbell, Maria Harris, Francis Clooney, S.J., John Haughey, S.J., James Keenan, S.J., Diana L. Hayes, Robin Jensen, John Kelsay, William J. Harmless, S.J., Sidney H. Griffith, S.J., Joseph A. Bracken, S.J., Paul Heck, Anne Clifford, C.S.J., Kelley E.

Spoerl, George M. Smiga, William S. Campbell, Thomas Michel, S.J., David Barr, and the Right Reverend Michael Louis Fitzgerald, M.Afr.

For more information about the Tuohy Chair and its programs, see the website at <http://go.jcu.edu/Tuohy>.

### **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., Gregory I. Carlson, S.J., and Claude Pavur, 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 Boler School of Business, particularly those focused on the American free enterprise system and business ethics. The Boler School's Wasmer Fellows, Wasmer Outstanding Teaching Award, and Wasmer Summer Grants are supported through this endowment.

### **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 Program in Philosophy, directed by the Don Shula Chair, encourages John Carroll students to question, examine, and formulate values, and to respond ethically to important issues that will confront them now and in the course of their lives and careers. Previous holders of the Shula Chair include Dr. Robert Sweeney, Dr. Brenda Wirkus, and Dr. Mariana J. Ortega. The current holder is Dr. Dianna Taylor.

### **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 develops and conducts the academic side of entrepreneurship at the University and works closely with the

Muldoon Center for Entrepreneurship to connect the members of the Entrepreneurs Association with faculty members and students.

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 ShurTech, and a matching gift from the Boler Challenge Fund. The chair is named for John J. Kahl, Sr., father of Jack Kahl, Jr. Past holders of the chair have been Dr. Dianne H. B. Welsh and Dr. John C. Soper.

### **The Standard Products—Dr. James S. Reid Chair in Management**

Endowed by the Reid Family, the Standard Products Company, its foundation, and other friends, The Standard Products—Dr. James S. Reid Chair in Management supports 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 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 Drs. Mark D. Treleven, Marian M. Extejt, Paul R. Murphy, Jr., Charles A. Watts, J. Benjamin Forbes, Nathan Hartman, and Bradley Z. Hull. The current chair is Dr. William Bockanic.

### **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 minor in Catholic studies, and ongoing scholarship on the Catholic intellectual legacy. The current holder of the chair is Dr. Paul V. Murphy, Director, Institute of Catholic Studies.

### **The Jack and Mary Jane Breen Chair in Catholic Systematic Theology**

The Jack and Mary Jane Breen Chair was established in 2011, as an integral part of the Department of Theology and Religious Studies, through a generous endowment gift from Jack and Mary Jane Breen, alumni of John Carroll University. The Breen Chair enhances the Jesuit and Catholic mission of John Carroll University by supporting the continued teaching and publication of Catholic systematic theology. The goal of the Breen Chair is to foster a better understanding of the contemporary relevance and global dimensions of the Catholic theological tradition—among John Carroll students, the other members of the John Carroll community, residents of the greater Cleveland area, and various national and international audiences. Key strategies by which the Chair achieves these goals include:

1. Offering undergraduate and graduate courses in contemporary Catholic theology.
2. Supporting curricular development in contemporary Catholic theology.
3. Contributing to the discipline of Catholic systematic theology through research, publication, and professional activities.
4. Collaborating with various campus entities to promote the University mission.
5. Sponsoring campus programs that engage the Catholic theological tradition, its contemporary relevance and global dimensions.
6. Maintaining regional and worldwide connections through speaking engagements, professional associations, special projects, and consultations.

The inaugural holder of the Breen Chair is Dr. Edward P. Hahnenberg.

## ENDOWED PROFESSORSHIPS

### **Coburn Professor of Environmental Science**

Named for Dr. Miles Coburn ('75G), an environmentalist and biology professor from 1982 to 2008, the Coburn Professor of Environmental Science enhances the University's commitment to environmental stewardship through the education of biology and environmental science students. Additionally, funds to support environmental research are available to undergraduates. The professorship was established in 2015 through the generosity of Peggy Spaeth (Dr. Coburn's wife), the Coburn family, Ride for Miles, Inc., and other generous donors. The first Coburn Professor of Environmental Science is Dr. James I. Watling.

### **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 Fleischman, Dr. Lawrence P. Kalbers, Dr. Roland L. Madison, Dr. William Cenker, Dr. Karen Schuele, Dr. Albert Nagy, and Dr. Robert Bloom. The current KPMG professor is Dr. Gerald Weinstein.

### **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 support programs and host visiting scholars and writers who teach, offer public



lectures and readings, and work to inspire 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 chair holders have been Dr. Duncan Wu, Dr. Oliver Plunkett Rafferty, S.J., Dr. David Attwell, Dr. Matthew Pateman, Dr. Derek Cohen, Dr. Thomas Roche, Mr. Robert Smith, fiction writer Mary Morrissy, novelist Nino Ricci, and playwright Fatima Dike. Hopkins funds have also been used to bring to campus Actors from the London Stage, a troupe of actors that performs Shakespeare's plays. In 2014, the professorship was occupied by poet Simon Armitage.

## ENDOWED LECTURESHIPS AND SELECTED AWARDS

### **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 Provost and Academic Vice President.

### **Mulwick Scholars**

The Mulwick Scholars program, established in 2008, recognizes superior scholars in the Boler School of Business at John Carroll University. Faculty selected as Mulwick Scholars are so designated based on a history of consistent high-quality research productivity and anticipated future superior research output. The Mulwick Scholars program is funded through a gift from the Mulwick Estate.

### **Wasmer Fellows**

The Wasmer Fellows program recognizes faculty members in the Boler School of Business at John Carroll University who consistently perform at an above average level in the areas of teaching, research, and service. Faculty selected as Wasmer Fellows are so designated based on a history of consistently strong performance as a contributing citizen of the Boler School of Business and John Carroll University communities. The Wasmer Fellows program was established in 2008 and is funded through the Wasmer endowment.

# Philanthropic Gifts

Philanthropic gifts are essential financial support for the distinctive programs of John Carroll University. The University welcomes charitable gifts from alumni, parents, friends, corporations, and foundations to enhance the quality of academic programs and enrich the learning environment.

## Unrestricted and Restricted Gifts

The education of each student is significantly subsidized, even those paying full tuition. The University provides over \$45 million annually in institutional grant and scholarship assistance. Because tuition does not cover the full costs of the John Carroll learning experience, the University relies on the generosity of benefactors.

Gifts to the Carroll Fund are unrestricted and allow University leaders to apply resources where they are needed most. These gifts keep the University responsive to new opportunities and are applied to a wide range of services that contribute to a more effective learning environment, including career counseling, academic programs, technology, health care, and student life.

Restricted gifts are designated by the donor for specific areas such as an academic program, scholarships, student services, spiritual life program, building improvements, or other defined interest. Usually restricted gifts are spent on a specific project as they are received.

## Endowment Gifts

Gifts can be made to establish an endowment. The endowment funds are invested, and a portion of the interest is used to support scholarships, programs, faculty work, or a specific area designated by the donor. These gifts are in perpetuity. More information is available from the Office of University Advancement.

## Bequests

John Carroll University benefits greatly from benefactors who remember the University in their estate plans, trusts, and wills. 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, a not-for-profit corporation located in University Heights, Cuyahoga County, Ohio, the sum of \_\_\_\_\_ dollars (\$ \_\_\_\_\_), or (\_\_\_\_\_ shares of \_\_\_\_\_), or (\_\_\_\_\_ % of my estate), or (\_\_\_\_\_ % of the remainder of my estate) to be used for its general purposes or to be used for the following purpose \_\_\_\_\_ (examples: scholarship, academic program, or other stated purpose).

It is strongly recommended that wills be drafted and reviewed by an attorney. The Office of University Advancement can provide more details on gift opportunities.



Dr. Susan Orpett Long, Professor of Anthropology  
Recipient of the Distinguished Faculty Award for 2015

# 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 2006 have been:

<b>2006</b>	Dr. Christopher Faiver	<b>2011</b>	Dr. John S. McBratney
<b>2007</b>	Dr. Paul J. Lauritzen	<b>2012</b>	Dr. Brenda Wirkus
<b>2008</b>	Dr. George Bilgere	<b>2013</b>	Dr. Anne Kugler
<b>2009</b>	Dr. Phyllis Braudy Harris	<b>2014</b>	Dr. Jacqueline J. Schmidt
<b>2010</b>	Dr. Elizabeth v. Swenson	<b>2015</b>	Dr. Susan Orpett Long

## 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. Culicchia awardees since 2006 have been:

<b>2006</b>	Dr. Mark J. Waner	<b>2011</b>	Dr. Michael A. Nichols
<b>2007</b>	Dr. James Lissemore	<b>2012</b>	Dr. Philip J. Metres, III
<b>2008</b>	Dr. Chris Roark	<b>2013</b>	Dr. Mindy Peden
<b>2009</b>	Dr. Maryclaire Moroney	<b>2014</b>	Dr. Carl Anthony
<b>2010</b>	Dr. K. Julia Karolle-Berg	<b>2015</b>	Dr. Paul Nietupski

## 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. Recipients since 2006 have been:

<b>2006</b>	Dr. Gerald P. Weinstein	<b>2011</b>	Dr. Frank J. Navratil
<b>2007</b>	Dr. Scott Moore	<b>2012</b>	Dr. Robert Bloom
<b>2008</b>	Dr. Andrew M. Welki	<b>2013</b>	Dr. Scott Allen
<b>2009</b>	Dr. Lindsay N. Calkins	<b>2014</b>	Dr. Tom Zlatoper
<b>2010</b>	Dr. Paul Murphy, Jr.		

### George E. Grauel Faculty Fellowships

To encourage research and writing, the University annually awards faculty fellowships providing leave for work on special projects. The fellowships honor the memory of Dr. George E. Grauel, who served John Carroll 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 for 2014-15 and 2015-16 are:

#### 2014-2015

Dr. George Bilgere	Dr. Marc Kirchenbaum
Dr. Emily Butler	Dr. Bo Liu
Dr. Rebecca Drenovsky	Dr. Paul Nietupski
Dr. Karen Gygli	Dr. Ralph Saporito
Dr. Jeanne Jenkins	Dr. Zeki Saritoprak
Dr. Angie Jones	Dr. Megan Thornton

#### 2015-2016

Dr. Matthew Berg	Dr. Joseph Kelly
Dr. Cecile Brennan	Dr. Linda Koch
Dr. Kristen Ehrhardt	Dr. Luigi Ferri
Dr. Abdul Imam	Dr. Brian Macaskill
Dr. Tracy Masterson	Dr. Philip Metres
Dr. Simon Fitzpatrick	Dr. David Shutkin
Dr. Julia Karolle-Berg	

### Curtis W. Miles Faculty Award for Community Service

The Miles Award recognizes a member of the faculty for distinguished community service consistent with the mission and goals of John Carroll University. Originally established in 1992, the award was revived in 2005. Recent awardees include:

<b>2006</b>	Dr. Margaret O. Finucane	<b>2011</b>	Dr. Brent Brossmann
<b>2007</b>	Dr. Richard D. Clark	<b>2012</b>	Dr. Gloria Vaquera
<b>2008</b>	Dr. Jeanne Colleran	<b>2013</b>	Dr. Linda Seiter
<b>2009</b>	Dr. Ruth Fenske	<b>2014</b>	Dr. Tracy Masterson
<b>2010</b>	Dr. Paula Britton	<b>2015</b>	Dr. Erin Johnson

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- R. Todd Bruce, Ph.D., *Director of Assessment*
- James A. Burke, M.B.A., *Associate Chief Information Officer*
- Ryan Burns, *Leadership/Career Development*
- Donna L. Byrnes, M.A., *Associate Dean of Students*
- Andre Calabretta, *Director, Major Gifts*
- Maryellen Callanan, B.S., *Associate Director, Center for Service and Social Action*
- Cynthia Caporella, Ph.D., *Director of Liturgical Music and Musical Arts*
- Lord Edwin Carreon, *Associate Director, Residence Life*
- Danielle J. Carter, M.A., *Director, Center for Student Diversity and Inclusion*
- Santa Casciani, Ph.D., *Director, Bishop Anthony M. Pilla Program in Italian American Studies*
- Stephanie Cerula, *Program Coordinator, Dean of Students*
- Tonya Strong-Charles, B.A., *Interim Executive Director, Communications*
- John Clifford, CPA, M.A.FIS., *Controller*
- Lord Edwin Carreon, *Associate Director, Residence Life*
- Lisa M. Cornelius, M.A., *Director of Residence Life*
- Fr. Donald Cozzens, Ph.D., *Writer in Residence*
- Kenneth Danton, *Assistant Director, Legal Affairs*
- Kathryn Davis, B.A., *Director of Annual Giving*
- Lisa Debick, *Assistant to the President*
- Elizabeth Deegan, M.Ed., *Assistant Director/Program Development, Center for Service and Social Action*
- Deanna L. DePenti, M.A., *Coordinator, Commencement, Continuing Education*
- Kelly Diamond, B.A., *Assistant Director, Enrollment*
- Carol P. Dietz, M.S.E., *Associate Vice President of Facilities*
- Jennifer Dillon, M.B.A., *Director of Budget and Financial Analysis*
- Rebecca A. Dinnen, B.A., *Director, Transfer Admission*
- Brendan Dolan, *Assistant Director, Residence Life*
- Megan Dzurec, M.P.H., *Coordinator, Health Education Promotion*
- Alexandra Edwards, *Assistant Director, Enrollment*

- Eric Eickhoff, *Assistant Director, Alumni Chapter*
- Thomas P. Fanning, B.A., *Director, Advancement Stewardship*
- Katherine Feely, SND, M.A., *Director, Center for Service and Social Action*
- Michelle Feinberg, M.N.O., *Manager, Special Events*
- Troy Field, *Coordinator, Student Affairs*
- Nakiya Findley, *Area Coordinator, Enrollment*
- Yat Lai Fong, M.B.A., *Assistant Director, International Student Recruitment*
- Timothy Freeman, B.A., *Director of Major Gifts*
- Andrew F. Fronczek, M.S.I.A., *Executive Director, Purchasing and Auxiliary Services*
- Carla Gall, B.A., *Assistant Director, Reunion and Student Engagement*
- Barbara Garson-Braverman, Ph.D., *Director, Initial Licensure Program, Education and School Psychology*
- Pamela George, M.P.A., *Director, Foundation Relations/Grants*
- Susan Geyman, B.S., *Coordinator, Enrollment*
- Mary Giorgis, B.S.B.A., *Tech Support Specialist, University Advancement*
- Allison Goldhammer, *Assistant Director, Enrollment*
- George G. Goodrich, B.S.B.A., *Executive in Residence, Boler School of Business*
- Erin Grace, M.A., *Assistant Director of Communications*
- James P. Graulty, *Assistant Director, Community Relations, Center for Service and Social Action*
- Samantha L. Guarnieri, *Assistant Director, Student Engagement, Ctr for Service and Social Action*
- Mary Ann Hanicak, M.A., *Assistant to the Vice President, Student Affairs*
- Patricia Harris, M.B.A., *Executive Director, Advancement Services*
- Mark K. Hauserman, M.B.A., *Director, Entrepreneurs Association*
- Rory Hill, *Facilities Coordinator*
- Martin R. Hoehler, M.A., *Coordinator of Bands*
- Michelle Halloran, *Coordinator, Student Program Development*
- Kevin Hatgas, *Assistant Director, Alumni*
- Garry J. Homany, M.B.A., *Director, Regulatory Affairs and Risk Management*
- Brian Hurd, B.A., *Assistant Director, Campus Safety Services*
- Angela C. Jones, Ph.D., *Director, Honors Program*
- John Jordan, Help Desk, *Information Technology*
- David A. Kaleal, M.B.A., *Director, System Network Operations*
- Allison Kaskey, Ed.S., *Director, Services for Students with Disabilities*
- Marek Kasprisin, *Help Desk/ Classroom Support, Information Technology*
- Christopher Kerr, M.Ed., *Executive Director, Ignatian Solidarity Network (ISN)*
- Karen Ketchaver, M.A., *Unit Leader, Grasselli Library*
- Alexander Klayman, M.S., *Oracle Application Developer*
- David Kleinberg, Ph.D., *Assistant Director, Center for Global Education*
- Barbara Koeth, B.S., *Assistant Director, Career Services*
- Janet Krevh, R.N., *Director, Health Services*
- Mark Krieger, M.A., *Director, Radio Station*
- Suzanne Krupa, B.S., *Assistant to the Dean, Boler School of Business*
- Krysta Kurzynski, *Assistant Director of Veteran Affairs, Enrollment*
- Jeffrey S. LaFavre, Ph.D., *Coordinator, Language Learning Center*
- Inez Laureano, B.A., *Associate Director, Financial Aid*
- Ann Lee, Ph.D., *Assistant Coordinator, Student Professional Development, Boler School of Business*
- Kathy Lee, Ph.D., *Director, Pre-Health Professions Program*
- Beau-Onn Lem, B.S., *Client Systems Specialist*
- Je-Onn Lem, B.S., *Manager, Desktop Computing Technology*
- George S. Lewandowski, M.D., *Physician in Residence*
- Lisa A. Lewis, B.A., *Media Services Coordinator*

## DIRECTORS, ADMINISTRATORS, COMMITTEES

---

- Michael MacDonald, B.S., *Videographer, IMS Support Analyst*
- John T. Mack, M.A., *Help Desk and Access Control Manager*
- Langston H. Maclin, *Client Systems Specialist*
- Karyne Mallinak, M.A., *Assistant Registrar*
- Kathleen Malone, *Government/Community Relations Manager*
- Cynthia D. Marco-Scanlon, Ph.D., *Interim Director, Career Services*
- Nicholas J. Marino, A.A.B., *Systems and Applications Engineer*
- Nicole Marzano, M.A., *Assistant Director, Career Services*
- Bernie McAniff, S.J., *Assistant Dean of Students*
- Megan McBride, *Assistant Director, International Services, Enrollment*
- Nicole McCormick, B.S., *Senior Accountant, Controller's Office*
- Danielle McDonald, B.M., *Communications Coordinator, Career Services*
- Patrick McDermott, *Assistant Director, Enrollment*
- Brittiani L. McNeil, *Accreditation Administer, Education and School Psychology*
- Patricia E. Michalak, *Oracle Application Developer*
- Kimberly Miller, *Program Director, Ignatian Solidarity Network (ISN)*
- Michelle Millet, M.A., *Director, Grasselli Library and Breen Learning Center*
- Martha C. Mondello-Hendren, B.A., *Registrar*
- Charlotte A. Moore, B.S., *Oracle Data Base Administrator*
- Joel W. Mullner, M.B.A., *Assistant Director, Enrollment*
- Paul V. Murphy, Ph.D., *Director, Institute of Catholic Studies*
- Keith B. Nagy, M.F.A., *Director, Technical Theatre*
- Bernell Nevil, *Area Coordinator*
- Robert E. Niemocienski, M.B.A., *Oracle Application Developer*
- Deborah Nixon, B.S.B.A., *Programs Manager, Education and School Psychology*
- Robert T. Noll, M.A., *Director, Journalism Program/Carroll News*
- Joan M. Nuth, Ph.D., *Director, Ignatian Spirituality Institute*
- Kyle E. O'Dell, Ph.D., *Director, Orientation/Leadership*
- Mark Onusko, Psy.D., *Staff Psychologist/Counselor*
- Gary Paoletta, *MEP Coordinator*
- LaMarr Parker, B.S., *Associate Director, Network Systems50*
- Eric Patterson (LTCR), M.S., *Director, Veterans Affairs/International Services*
- Timothy Peppard, B.A., *Director, Campus Safety*
- Marie Perri, B.A., *Housing Coordinator*
- Nicole Pietrasiak, *Research Technician, Biology*
- Mary Ponyik, B.A., *Executive Director, Catholic Theological Society*
- Vivienne E. S. Porter, M.B.A., *Assistant Dean, Graduate Admission and Retention*
- Dora J. Pruce, B.A., *Assistant Vice President/Director of Government and Community Relations*
- Rachelle Psznick, B.A., *Web Content Coordinator, Integrated Marketing and Communications*
- Jessica Quittenton, *Prospect Research Specialist, Advancement*
- Lisa M. Ramsey, M.Ed., *Director, Student Activities*
- Thomas Reilley, B.A., *Manager of Purchasing and Accounts Payable*
- Michael Richwalsky, B.A., *Executive Director, Marketing and Creative Services*
- Salomon Rodezno, M.Ed., *Assistant Director, Center for Student Diversity and Inclusion*
- Michael P. Roeder, B.A., *Manager, Facilities Services*
- Dennis H. Rowinski, M.B.A., *Coordinator, Special IT Projects*
- Mary Rycyna, M.A., *Senior Director, Major Gifts*
- Debora L. Schmitt, B.A., *Payroll Administrator*
- Shirley Seaton, Ed.D., *Liaison for Community Affairs*

- April Skurka, R.A., *Project Manager, Facilities*
- Maria Soriano, M.A., *Director, Writing Center*
- Erin Soroosh, B.A., *Regional Director, Admission*
- James E. Spitznagel, B.S., *Data Security Engineer*
- Lori L. Sprague, M.B.A., *Assistant Director, Human Resources*
- John R. Stankiewicz, B.S., *Senior Systems Engineer*
- Sarah Starr Zechman, M.L.I.S., *Assistant Director, Advancement Services*
- Deanna Strauss, *Area Coordinator, Enrollment*
- John Sully, *Director, Enterprise Applications, Information Technology*
- Lisa Sugar, M.Ed., *Coordinator, Department Placement, Education and School Psychology*
- Kendra Svilar, J.D., *Title IX Coordinator*
- Annette Szalay, *Assistant Bursar*
- Mitch Tabol, *Director, Physical Plant*
- Adrian Tamas, *Area Coordinator, Enrollment*
- Jay Tarby, Ph.D., *Faculty Liaison, Center for Digital Media*
- Meredith Tayek, *Assistant Director/Creative Service Marketing*
- Alex Teodosio, M.B.A., M.P.A., SPHR, *Assistant Vice President, Human Resources*
- Marilyn Thomas, *Client Systems Specialist*
- Jean Tibbs, B.B.A., *Manager, Payroll and General Accounting*
- Kristopher Tibbs, M.B.A., *Assistant Dean, Graduate Business Programs, Boler School of Business*
- Lauren Urban, M.Ed., *Financial Aid*
- Matthew J. Verleny, B.A., *Manager, Endowment and Grant Accounts*
- David Vitatoe, M.Ed., M.B.A., *Executive Director, Alumni Relations*
- Steven P. Vitatoe, M.B.A., *Assistant Vice President, Undergraduate Admission*
- Michelle Walker, B.A., *Senior Assistant Registrar*
- John Walsh, B.A., *University Editor; Director of Publications*
- Diane M. Ward, B.F.A., J.D., *Bursar and Director of Student Accounts*
- Claudia Wenzel, B.A., *Director, Financial Assistance*
- Catherine Wheeler, M.S., *Laboratory Coordinator, Department of Biology*
- Faith A. Whitworth, M.A.T., *Laboratory Coordinator, Department of Chemistry*
- William B. Wilhelm, *Unified Communications Engineer*
- Kristen L. Willis, I.I.D.A., *Project Manager, Facilities Department*
- David W. Wong, B.S., CPA, *Executive Director, Academic Finance*
- Hans T. Wrage, M.S., *Teaching and Research Support Technician, Department of Physics*
- John Young, B.S., *Senior Graphic Designer*
- Jeffrey A. Your, C.S.M.M., M.B.A., *Manager, Scientific Stores and Laboratory Support Services*
- Charles M. Zarobila, Ph.D., *Curator of Special Collections, Grasselli Library*

## Athletic Administration and Coaching Staff

Tom Arth, B.A., *Head Coach, Football*  
Kyle A. Basista, *Head Coach, Men's/Women's  
Cross Country and Track*Brian  
Cochran, M.Ed., *Assistant Coach,  
Football*  
Rachel Dell Gondek, M.S.Ed., *Head Coach,  
Women's Lacrosse*  
Jane Evans, B.A., *Assistant Director,  
Recruiting*  
Courtney Farver, M.Ed., *Director,  
Recreation and Intramurals*  
Mark Fino, *Head Coach, Swimming and  
Diving*  
Mark F. Hawald, *Head Coach, Wrestling*  
Danny Hollowell, *Facility and Equipment  
Manager, Football*  
Laura Jensen, *Head Coach, Volleyball*  
Nicole Loudin, *Head Coach, Softball*  
Michael E. Marich, B.S., *Head Coach,  
Women's Soccer*  
Laurie J. Massa, M.Ed., *Senior Director of  
Athletics*  
Donald J. McPhillips, M.S., A.T.C./L., *Head  
Athletic Trainer*

Michael J. Moran, B.S.B.A., *Head Coach,  
Men's Basketball/Golf*  
Kelly Morrone, *Head Coach, Women's  
Basketball*  
Chanel Murchison, *Assistant Coach,  
Women's Basketball*  
Timothy Robertson, M.S., *Strength/  
Conditioning Coach*  
Brian E. Small, B.A., *Head Coach, Men's  
Lacrosse*  
Paul T. Spicuzza, *Assistant Athletic Trainer*  
Brandon Staley, *Defensive Coordinator*  
Marc N. Thibeault, B.S., *Head Coach,  
Baseball*  
Brittany Urbania, *Assistant Athletic Trainer*  
Gretchen Weitbrecht, M.A., *Associate  
Director of Athletics*  
Christopher Wenzler, B.A., *Assistant  
Director for Athletic Communication*  
Michael Wojcik, *Facility and Equipment  
Manager*  
Timothy Zetts, *Offensive Coordinator*  
Tyler Zimmerman, *Assistant Men's Lacrosse  
Coach*



**COMMITTEES\***

**University Committees**

<p>Athletic Committee                  Committee of Academic Deans                  Committee on Graduate Studies                  Committee on Research and Service                  Committee on Retirement and Allowances                  Committee on Scheduling                  Committee on Teacher Education                  Faculty Board of Review Pool                  Faculty Grievance Committee Pool                  Faculty Handbook Committee                  Health Professions Advisory Committee</p>	<p>Information Technology Steering Committee                  Institutional Animal Care and Use Committee                  Institutional Review Board                  Mission Advisory Committee                  Provost’s Council                  University Budget Committee                  University Core Curriculum Committee                  University Hearing Board                  University Library Committee                  University Strategic Planning Group                  Web Management Committee</p>
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**Faculty Council Committees**

<p>Committee on Academic Policies                  Committee on Elections                  Committee on Enrollment, Financial Aid, and Student Life                  Committee on Finance, Faculty Compensation, and Work-Related Policies</p>	<p>Committee on Gender and Diversity                  Committee on Rank, Tenure, and Promotion                  Committee on Research, Service, and Faculty Development                  Committee on Revenue and Spending</p>
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\*For information about the membership of specific committees, please consult the website of the Faculty Council ([www.jcu.edu/fc/](http://www.jcu.edu/fc/)).



## 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 Emerita of Political Science*  
 Ph.D., Case Western Reserve University
- NICK R. BAUMGARTNER (1969-2012)  
*Professor Emeritus of Chemistry*  
 Ph.D., University of Wyoming
- MARGARET BERRY (1965-89)  
*Professor Emerita of English*  
 Ph.D., St. John's University
- \*HENRY F. BIRKENHAUER, S.J. (1946-80)  
*Professor of Mathematics;*  
*President of the University, 1970-80*  
 Ph.D., St. Louis University;  
 LL.D., John Carroll 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
- LeROY D. BROOKS (2001-2013)  
*Professor of Finance; Mellen Chair in Finance*  
 Ph.D., Michigan State University
- ROBERT A. BRUENING (1963-2006)  
*Associate Professor of Communication*  
 Ph.D., Case Western Reserve University
- JOSEPH BUCKLEY (1961-2006)  
*Professor Emeritus of Philosophy*  
 Ph.D., University of Notre Dame
- \*Deceased
- CASIMIR R. BUKALA, S.J. (1970-2015)  
*Professor Emeritus of Philosophy*  
 Ph.D., Boston College
- EDWARD F. CAROME (1954-2000)  
*Professor Emeritus of Physics*  
 Ph.D., Case Institute of Technology
- EMMANUEL M. CARREIRA, S.J. (1975-2002)  
*Special Visiting Assistant Professor of Physics*  
 Ph.D., The Catholic University of America
- VERGHESE J. CHIRAYATH  
 (1970-2004)  
*Associate Professor Emeritus of Sociology*  
 Ph.D., Cornell University
- \*ROBERT CORRIGAN (1949-87)  
*Professor Emeritus of Spanish*  
 Ph.D., Western Reserve 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
- SUSAN H. DeFAGO (1989-2012)  
*Associate Professor of Marketing*  
 Ph.D., Kent State University
- \*WILLIAM DEIGHAN (1988-98)  
*Associate Professor Emeritus of Education*  
 Ph.D., Case Western Reserve University
- ERNEST M. DeZOLT (1989-2012)  
*Associate Professor Emeritus of Sociology*  
 Ph.D., Kent State University

- ANDRES C. DIAZ (1965-83)  
*Associate Professor of Spanish*  
LL.D., University of Havana
- DONALD R. DOMM (1987-2008)  
*Professor of Management*  
Ph.D., The Ohio State University
- DORIS K. DONNELLY (1989-2014)  
*Professor Emeritus of Theology and Religious Studies*  
Ph.D., Claremont Graduate School
- \*GORMAN L. DUFFETT  
(1992-2004)  
*Director Emeritus, Grasselli Library*  
Ph.D., University of Pittsburgh
- PATRICK L. EAGAN (1978-98)  
*Associate Professor of Political Science*  
Ph.D., University of California-Riverside
- THOMAS R. EVANS (1970-2015)  
*Professor of Psychology*  
Ph.D., University of Texas
- CHRISTOPHER M. FAIVER (1989-2010)  
*Professor Emeritus of Education;  
Coordinator, Community Counseling Program*  
Ph.D., Case Western Reserve University
- ALEXANDER M. FELDVEBEL  
(1969-87)  
*Professor Emeritus of Education*  
Ph.D., University of Chicago
- RUTH E. FENSKE (1995-2012)  
*Associate Librarian Emerita, Grasselli Library*  
Ph.D., University of Michigan
- \*CHARLES FERRARO (1949-78)  
*Professor Emeritus of Psychology*  
Ph.D., Western Reserve University
- VALERIE R. FLECHTNER (1981-2008)  
*Professor Emeritus of Biology*  
Ph.D., University of Wisconsin-Madison
- RICHARD K. FLEISCHMAN, Jr.  
(1983-2007)  
*Professor Emeritus of Accountancy*  
Ph.D., State University of New York at Buffalo
- J. BENJAMIN FORBES (1975-2008)  
*Professor Emeritus of Management*  
Ph.D., The University of Akron
- \*AUSTIN J. FREELEY (1957-85)  
*Professor Emeritus of Communication*  
Ph.D., Northwestern University
- \*FREDERICK J. FUGLISTER (1986-2011)  
*Associate Professor Emeritus of Mathematics*  
Ph.D., Harvard University
- KLAUS FRITSCH (1967-2007)  
*Professor Emeritus of Physics*  
Ph.D., The Catholic University of America
- RICHARD J. GAUL (1959-94)  
*Professor Emeritus of Chemistry*  
Ph.D., Massachusetts Institute of Technology
- \*ROBERT H. GETSCHER  
(1970-2001)  
*Professor Emeritus of Art History*  
Ph.D., Western Reserve University
- EDWARD GLYNN, S.J.  
(1998-2005)  
*Professor of Religious Studies; President of the University, 1998-2005*  
Th.D., Graduate Theological Union
- SONIA S. GOLD (1967-1983)  
*Professor of Economics*  
Ph.D., University of Pittsburgh
- JOHN GUIDUBALDI (1994-2004)  
*Professor of Education*  
D.Ed., Harvard University

\*Deceased



## RETIRED FACULTY

---

- GERALD C. HAY, Jr. (1964-94)  
*Professor of Philosophy*  
Ph.D., The Catholic University of America
- THOMAS L. HAYES (1969-2014)  
*Assistant Professor of English*  
M.A., John Carroll University
- \*FRANK J. HEINTZ, Jr. (1956-90)  
*Professor of Political Science*  
Ph.D., The Catholic University of America
- RICHARD HENDRICKSON (2001-13)  
*Associate Professor of Communication*  
Ph.D., Bowling Green State University
- DAVID HELSEL (1994-2008)  
*Assistant Professor of Education*  
Ph.D., The University of Akron
- \*DARRELL J. HORWATH (1970-2007)  
*Assistant Professor Emeritus of Mathematics*  
M.S., University of Wisconsin-Madison
- MARY K. HOWARD (1963-98)  
*Professor Emerita of History*  
Ph.D., University of Pennsylvania
- \*DOMINIC J. HUNT (1957-86)  
*Professor Emeritus of Chemistry*  
Ph.D., Saint Louis University
- FRANK L. JENKINS (1964-94)  
*Assistant Professor of Mathematics*  
M.S., University of Illinois
- GERALD W. JORGENSON (1977-2004)  
*Associate Professor Emeritus of Education*  
Ed.D., Columbia University
- \*PATRICIA A. KEARNEY (1967-99)  
*Professor Emerita of Education*  
Ph.D., Western Reserve University
- JOHN D. KESHOCK (1960-2000)  
*Professor Emeritus of Psychology*  
Ph.D., Case Western Reserve University
- GWENDOLYN M. KINEBREW (1995-2011)  
*Associate Professor of Biology*  
Ph.D., Temple University
- JOHN F. KLEIN (1970-2006)  
*Associate Professor Emeritus of Sociology*  
Ph.D., Case Western Reserve University
- KATHLEEN S. KOBYLJANEC (2002-2013)  
*Associate Librarian, Grasselli Library*  
J.D., Cleveland State University
- ROBERT KOLESAR (1989-2014)  
*Associate Professor of History*  
Ph.D., Clark University
- WALLACE J. KOSINSKI (1966-94)  
*Associate Professor of History*  
Ph.D., Case Western Reserve University
- WILLIAM L. LANGENFUS (1990-2015)  
*Associate Professor of Philosophy*  
Ph.D., University of Wisconsin-Madison
- JANET LARSEN (1984-2010)  
*Professor Emerita of Psychology*  
Ph.D., Case Western Reserve University
- RAYMOND A. LeGRAND (1966-90)  
*Professor Emeritus of Education*  
Ed.D., Western Reserve University
- \*FRANK P. LIHVAR, S.J. (1970-2000)  
*Assistant Professor Emeritus of Classical Languages*  
Ph.D., University of Chicago
- LEONE J. MARINELLO (1949-85)  
*Associate Professor of Communication*  
A.M., Northwestern University
- DAVID R. MASON (1972-2012)  
*Professor Emeritus of Theology and Religious Studies*  
Ph.D., University of Chicago

\*Deceased

- \*E. BRUCE McLEAN (1970-96)  
*Professor Emeritus of Biology*  
Ph.D., The Ohio State University
- JOHN F. MICHAEL (1956-84)  
*Professor Emeritus of Management*  
Ph.D., The Ohio State University
- \*CLEMENT A. MILLER (1967-79)  
*Professor of Fine Arts*  
Ph.D., University of Michigan
- JOSEPH B. MILLER (1961-2014)  
Professor of Communication  
Ph.D., Case Western Reserve University
- MARCELLA D. MILOTA (1975-2013)  
*Senior Librarian Emerita, Grasselli Library*  
M.S.L.S., Case Western Reserve University
- CARL J. MONASTRA (1970-99)  
*Associate Professor of Accounting*  
M.B.A., Case Western Reserve University
- \*FENTON D. MOORE (1972-2004)  
*Professor of Biology*  
Ph.D., Case Western Reserve University
- JERRY L. MORENO (1968-2008)  
*Assistant Professor Emeritus of Mathematics*  
M.S., Michigan State University
- MARIAN J. MORTON (1972-2007)  
*Professor Emerita of History*  
Ph.D., Case Western Reserve University
- \*WILLIAM R. MOTISKA (1950-74)  
*Professor of Accounting*  
M.S., Kent State University; CPA (Ohio)
- HARRY C. NASH (1951-2001)  
*Professor Emeritus of Physics*  
Ph.D., Case Institute of Technology
- THOMAS R. NEVIN (1980-2014)  
*Professor Emeritus of Classical Studies*  
Ph.D., University of Wisconsin-Madison
- \*ARTHUR J. NOETZEL (1941-86)  
*Professor Emeritus of Business Administration*  
Ph.D., University of Michigan;  
Litt.D., John Carroll University
- ROBERT J. NOOK (1951-90)  
*Associate Professor of Chemistry*  
M.S., John Carroll University
- \*WALTER S. NOSAL (1949-88)  
*Professor Emeritus of Education*  
Ed.D., George Washington University
- JOAN M. NUTH (1987-2015)  
*Associate Professor Emerita of Theology and Religious Studies*  
Ph.D., Boston College
- \*WILLIAM F. O'HEARN (1956-96)  
*Professor of Physics*  
Ph.D., Purdue University
- DWIGHT M. OLSON (1984-2007)  
*Professor Emeritus of Mathematics*  
Ph.D., University of Wyoming
- \*JOSEPH P. OWENS, S.J. (1953-87)  
*Professor Emeritus of Education*  
Ph.D., Fordham University
- VINCENT M. PANICHI (1960-96)  
*Professor Emeritus of Accounting*  
M.B.A., Western Reserve University
- MICHAEL S. PAP (1958-88)  
*Professor of History*  
Ph.D., Heidelberg University (Germany)
- KENNETH L. PARKHURST (1966-87)  
*Professor Emeritus of Economics*  
Ph.D., University of Southern California
- LOUIS G. PECEK (1959-96)  
*Professor of English; Assistant Academic Vice President*  
Ph.D., The Ohio State University

\*Deceased

## RETIRED FACULTY

---

- ANTONIO PÉREZ-ROMERO  
(1992-2014)  
*Associate Professor Emeritus of Spanish*  
Ph.D., University of Toronto
- JAMES E. PIERCY (1969-73; 77-87)  
*Professor of Management*  
Ph.D., Case Western Reserve University
- JOHN S. PIETY (1980-04)  
*Associate Librarian Emeritus;*  
*Director, Grasselli Library*  
M.L.S., University of Oklahoma
- DONALD M. PODUSKA  
(1960-2005)  
*Professor Emeritus of Classical*  
*Languages*  
Ph.D., The Ohio State University
- GARY E. PORTER (2000-2013)  
*Associate Professor of Finance*  
Ph.D., University of South Carolina
- \*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
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97; Assistant Professor, 1997-2003;  
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Honors Program, 1988-89; Chair, 1990-  
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Standard Products-Reid Chair, 1998-  
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Visiting Assistant Professor, 2014-

MARK D. TRELEVEN

*Associate Professor of Management*

B.B.A., M.B.A., University of Wisconsin-Oshkosh; Ph.D., University of North Carolina at Chapel Hill  
Associate Professor, 1989-; Standard Products-Reid Chair, 1989-94

PAMELA VANDERZALM

*Assistant Professor of Biology*

A.B., Washington University in St. Louis; Ph.D., University of California-Berkeley  
Assistant Professor, 2013-

GLORIA VAQUERA

*Associate Professor of Sociology*

B.A., Western Michigan University; M.A., Ph.D., University of New Mexico  
Assistant Professor, 2004-10; Associate Professor, 2010-

AMY R. WAINWRIGHT

*Assistant Librarian*

B.F.A., Bowling Green University  
M.L.S., University of Illinois, Urbana-Champaign; M.F.A., Columbia College Chicago  
Assistant Librarian, 2013-

MARK J. WANER

*Associate Professor of Chemistry; Director, The Woodrow Wilson Ohio Teaching Fellowship Program*

B.S., John Carroll University; M.S., Ph.D., Michigan State University  
Assistant Professor, 1999-2008; Associate Professor, 2008-; Director, Faculty Development, 2010-II; Director, Wilson Fellowship Program, 2011-

JAMES I. WATLING

*Assistant Professor of Biology; Coburn Chair in Environmental Science*

B.A., Boston University  
M.S., Ph.D., Florida International University  
Assistant Professor, 2015-; Chair, 2015-

CHARLES A. WATTS

*Professor of Management*  
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, 2001-04

MARIAH WEBINGER

*Assistant Professor of Accountancy*  
B.S.B.A., M.Ac., University of Nebraska at Omaha; Ph.D., University of Nebraska-Lincoln  
Assistant Professor, 2009-

GERALD P. WEINSTEIN

*Professor of Accountancy*  
B.S.B.A., M.Ac., Bowling Green State University; Ph.D., Kent State University; CPA (Ohio)  
Visiting Instructor, 1981-83; Assistant Professor, 1988-99; Associate Professor, 1999-2008; Professor, 2008-; Chair, 2002-14

ANDREW M. WELKI

*Associate Professor of Economics and Chair, Department of Economics and Finance*  
B.A., Wilkes College; Ph.D., Pennsylvania State University  
Assistant Professor, 1982-2006; Program Director, Cleveland Center for Economic Education, 1989-94; Associate Professor, 2006-; Interim Assistant Dean, 2006-07; Chair, 2015-

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-MURPHY

*Associate Professor of Sociology*  
B.A., Marquette University; M.A., University of Wisconsin-Milwaukee; Ph.D., University of Maryland-College Park  
Assistant Professor, 2003-09; Associate Professor, 2009-

BRENDA A. WIRKUS

*Professor of Philosophy; Director, Humanities*  
B.A., Georgetown University; M.A., Cleveland State University; Ph.D., University of Ottawa  
Visiting Assistant Professor, 1983-87; Assistant Professor, 1987-92; Associate Professor, 1992-2005; Chair, 1997-2003; Shula Chair, 2004-08; Professor, 2005-; Director, 2011-

YINGLU (ELLE) WU

*Assistant Professor of Marketing*  
B.S., Hubei University (China); M.S., Ph.D., Louisiana State University  
Assistant Professor, 2014-

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 and Chair, Department of Psychological Science*  
B.S., Youngstown State University; M.A., Ph.D., Case Western Reserve University  
Assistant Professor, 1995-; Chair, 2010-

FENG ZHAN

*Assistant Professor of Finance*  
B.Sc., B.A., M.A., University of Manitoba; Ph.D., York University  
Assistant Professor, 2014-

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-

JEN ZIEMKE

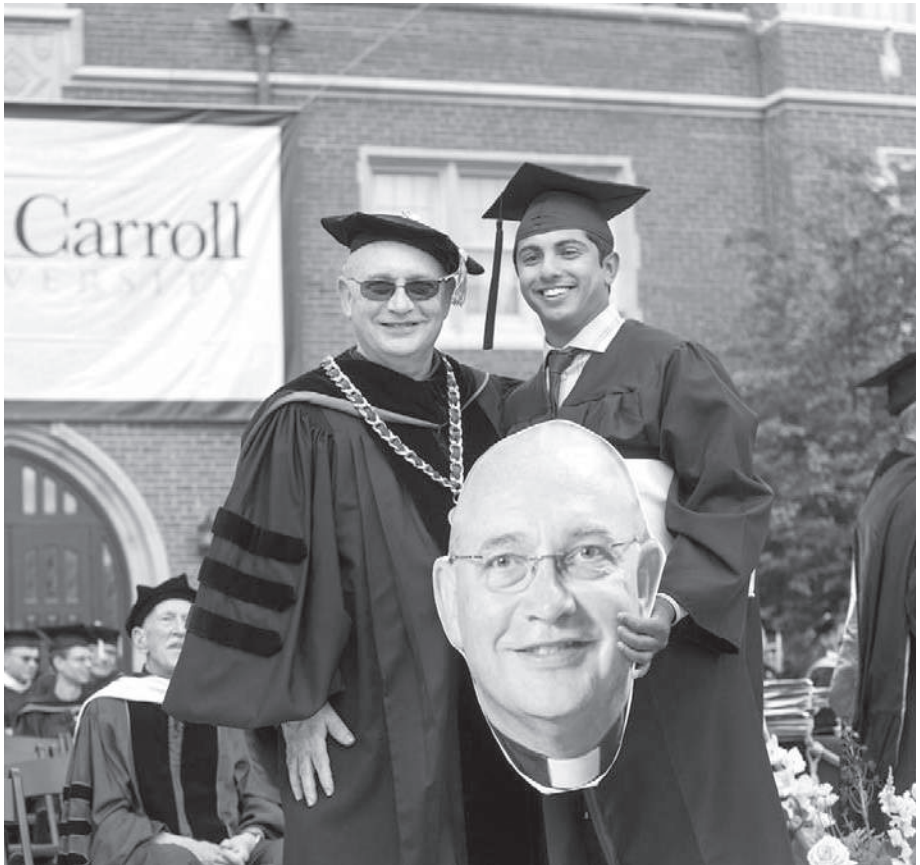
*Associate Professor of Political Science*

B.A., University of Michigan; M.A.,  
Ph.D., University of Wisconsin-  
Madison  
Assistant Professor, 2008-2014;  
Associate Professor, 2014-

THOMAS J. ZLATOPER

*Professor of Economics*

B.A., Boston College; M.A., Ph.D.,  
Northwestern University  
Assistant Professor, 1984-88; Associate  
Professor, 1988-97; Chair, 1994-99,  
2001-2002; Professor, 1997-; Dean,  
Graduate School, 1999-2001; Interim  
Dean, Boler School of Business, 2005-  
06





## ADJUNCT FACULTY AND LECTURERS

### Adjunct Faculty

(Rev.) GERALD BEDNAR

Adjunct Instructor of Philosophy  
Ph.D., Fordham University

(Rev.) PHILIP J. BERNIER, O.F.M. Cap.

Adjunct Instructor of Theology and  
Religious Studies  
M.Div., The Catholic University of  
America

JOHN BURKE

Adjunct Associate Professor of  
Economics  
Ph.D., University of Notre Dame

(Rev.) DONALD B. COZZENS

Adjunct Professor of Theology and  
Religious Studies  
Ph.D., Kent State University

(Rev.) DAMIAN FERENCE

Adjunct Instructor in Philosophy  
M.A., M.Div., St. Mary Seminary

(Rev.) JOSEPH KOOPMAN

Adjunct Instructor in Religious Studies  
S.T.D., Alphonsianum (Rome)

MARK KRIEGER

Adjunct Instructor in Communication  
M.A., Cleveland State University

(Rev.) MARK A. LATCOVI CH

Adjunct Associate Professor of  
Theology and Religious Studies;  
President/Rector, Borromeo Seminary  
Ph.D., Case Western Reserve Univ.

DONALD J. McPHILLIPS

Adjunct Assistant Professor of Physical  
Education and Exercise Science  
M.S., Ohio University

KEITH B. NAGY

Adjunct Assistant Professor of  
Communication  
M.F.A., Ohio University

ROBERT T. NOLL

Adjunct Instructor in Communication  
M.A., Ohio University

EDWARD PECK

Adjust Assistant Professor in Theology  
and Religious Studies  
Ph.D., Loyola University Chicago

(Sr.) MARY QUINLAN

Adjunct Instructor in Religious Studies  
M.Ed., Xavier University

BETH A. RATH

Adjunct Instructor in Philosophy  
ABD, Saint Louis University

HARVEY ROSEN

Adjunct Associate Professor of  
Economics  
Ph.D., Case Western Reserve University

GERALD SGRO

Adjunct Instructor in Biology  
Ph.D., Cleveland State University

(Rev.) ANDREW B. TURNER

Adjunct Instructor in Theology and  
Religious Studies  
M.A., M.Div., St. Mary Seminary

FAITH WHITWORTH

Adjunct Instructor in Chemistry  
M.A.T., Kent State University

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**Lecturers - Spring 2015**

- ERIN ALLEN, Ph.D.  
Biology
- GAIL ARNOFF, M.A.  
English
- FRANCINE ARTISTE, Ph.D.  
Education and School Psychology
- RYAN AUSPERK, M.A.  
Philosophy
- ANTHONY AVENI, M.B.A./CFA  
Economics and Finance
- THOMAS BABB, M.A.  
Accountancy
- SARAH BANIA-DOBYNS, Ph.D.  
Theology and Religious Studies
- SUSAN BARKETT, M.A.  
Classical and Modern Languages
- NATSUKO BARR, M.A.  
Classical and Modern Languages
- VINCENT BENANDER, M.S.  
Mathematics and Computer Science
- MARY BLANCHARD, M.Ed.  
Education and School Psychology
- ZACHARY BRENNER, M.B.A.  
Management, Marketing and Logistics
- LAURA BOUSTANI, M.A.  
Communication and Theatre Arts/  
Political Science
- CATHERINE BRANDON, Ph.D.  
Counseling
- CHARLES BRITTEN, M.B.A./CPA  
Accountancy
- KAREN BROER, Ph.D.  
Counseling
- YVONNE BRUCE, Ph.D.  
English
- JOHN BURKE, Ph.D.  
Economics and Finance
- AARON BURKLE, M.S.  
History
- SHARON BURSKY, M.A.  
Counseling
- DAVID CAMPBELL, M.A.  
Communication and Theatre Arts
- STEPHEN CANFIELD, M.A.  
English
- PAUL CANIS, Ph.D.  
Philosophy
- CLAUDIA CAPUANO, M.A.  
Classical and Modern Languages
- IAN CARLSTROM, Ph.D.  
Philosophy
- JOAN CARNEY, M.A.  
Theology and Religious Studies
- JUDITH CETINA, Ph.D.  
Theology and Religious Studies
- CHERYL ANN CHASE-CARMICHAEL,  
Ph.D.  
Psychological Science
- CAROLINE CHESEBROUGH, Ph.D.  
Education and School Psychology
- VITELIA CISNEROS, Ph.D.  
Classical and Modern Languages
- DAVE CLIFFORD, M.B.A.  
Management, Marketing and Logistics
- BRIAN CLITES, M.A.  
Theology and Religious Studies
- FIONA CONNOR-KUNTZ, Ph.D.  
Education and School Psychology
- NANCY CONRADY, Ph.D.  
Classical and Modern Languages
- LAUREN COPELAND, Ph.D.  
Communication and Theatre Arts/  
Political Science
- MARY CRAIG, M.Div./J.D.  
Theology and Religious Studies
- RAND CURTISS, M.B.A.  
Economics and Finance
- DONALD DAILEY, B.S.B.A./CPA  
Accountancy
- KAY DASHER, M.Ed.  
Education and School Psychology
- PAUL DAVIS, Ph.D.  
Political Science
- MONA DeBAZ, M.A.  
Political Science
- ERNEST DeZOLT, Ph.D.  
Sociology and Criminology
- PAUL DITCHEY, M.A.  
Communication and Theatre Arts
- BARBARA DLUGOSZ, M.Ed.  
Education and School Psychology
- AMANDA ENGLISH, M.B.A./CPA  
Accountancy

TIM EVANS, M.A.

Education and School Psychology

MELANIE EYERMAN, M.A.

Communication and Theatre Arts

CHRISTOPHER FAIVER, Ph.D.

Counseling

CONCEPCION FAJARDO-HOPKINS,  
M.A.

Classical and Modern Languages

ALICIA FERNANDEZ RIOS, M.A.

Classical and Modern Languages

ELANA FERRI, M.A.

Classical and Modern Languages

PETER FINNERTY, M.S.

Counseling

MICHELLE FOWLER, M.Ed.

Exercise Science Program

ARTHUR FRAZIER, J.D.

Economics and Finance

MARTIN FRIEDMAN, Ph.D.

Communication and Theatre Arts

MICHELE FREYHAUF, M.A.

Theology and Religious Studies

ROBERT GALA, M.A.

Theology and Religious Studies

OTIS GOODEN, M.A.

Economics and Finance

GEORGE GOODRICH, B.S.B.A./CPA

Accountancy

LEAH GRISHAM, M.A.

English

MARIA GUZMAN, M.A.

Classical and Modern Languages

JAMES HACKETT, Ph.D.

Philosophy

ANN MARIE HALAL, M.B.A.

Management, Marketing and Logistics

GILLIAN HALUSKER, M.A.

Theology and Religious Studies

JOHN HANNON, M.A.

Communication and Theatre Arts

JANE HARRIS, M.Ed.

Education and School Psychology

MARK HEIFERLING, B.A.

Economics and Finance

GERALD HECKLER, D.C.

Exercise Science

DAVID HEINTZ, M.A.

Sociology and Criminology

CARI-ANN HICKERSON, Ph.D.

Biology

RICHARD HENDRICKSON, Ph.D.

Communication and Theatre Arts

JUAN HERNANDEZ, J.D.

Sociology and Criminology

MARYBETH HILBORN, M.Ed.

Education and School Psychology

RAMEZ ISLAMBOULI, M.A.

Classical and Modern Languages/  
Philosophy

DAVID JARUS, Ph.D.

Management, Marketing and Logistics

JAMES JORDAN, M.A.

Counseling

SUSAN KATZ, M.Ed.

Education and School Psychology

THERESE KEARY, Ph.D.

Psychological Science

SEAN KESSLER, Ph.D.

Biology

MICHAEL KHOURY, M.A.

Classical and Modern Languages

SAWSSAN KHOURY, M.A.

Classical and Modern Languages

ERIN KILLEEN, M.Ed.

Education and School Psychology

DEANN KIRKLAND, M.A.

Education and School Psychology

GARY KLASEN, M.A.

Management, Marketing and Logistics

KARA KRAWIEC, M.A.

English

JEFFREY KRIESSLER, Ph.D.

Physics

LUCY KULBAGO, M.S.

Physics

RICHARD LANDOLL, J.D.

Mathematics and Computer Science

COLLEEN LONGO, M.A.

Education and School Psychology

THOMAS LYZEN, M.B.A./CPA

Accountancy

MICHAEL MacDONALD, M.A.

Communication and Theatre Arts/  
Management, Marketing and Logistics

ALICIA MANNING, M.S.

Exercise Science

- PETER MANOS, Ph.D.  
Communication and Theatre Arts
- AMY MARCANO-REIK, Ph.D.  
Psychological Science
- CYNTHIA MARCO-SCANLON, Ph.D.  
Counseling
- SEAN MARTIN, Ph.D.  
Theology and Religious Studies
- EDWIN MARTINEZ, M.B.A.  
Economics and Finance
- DONALD MASTROBUONO, M.A.  
Education and School Psychology
- MARIO MASTRANDREA, M.A.  
Economics and Finance
- GEORGE MATEJKA, Ph.D.  
Philosophy
- DANA MATTHEWS, ABD  
Counseling
- BEATRIZ MATOS, M.A.  
Classical and Modern Languages
- SHIGEMI MATSUYAMA, Ph.D.  
Classical and Modern Languages
- ANN McCARTHY, Ph.D.  
Psychological Science
- DAVID McCLELLAN, Ph.D.  
Communication and Theatre Arts
- REBECCA McDONALD, M.P.A.  
Communication and Theatre Arts
- ANNE MCGINNESS, Ph.D.  
Theology and Religious Studies
- CHRISTOPHER McNALLY, M.A.  
Psychological Science
- RAY McNIECE, M.A.  
English
- DONALD McPHILLIPS, M.Ed.  
Exercise Science
- ROSA MEJIA, M.A.  
Classical and Modern Languages
- JESSICA MERUGU, M.A.  
Theology and Religious Studies
- GARLAND MILHOAN, M.B.A.  
Management, Marketing and Logistics
- JOHN MILAM, Ph.D.  
Education and School Psychology
- JENNIFER MILAN, Ph.D.  
Education and School Psychology
- JOHN MINARICH, M.B.A./CPM  
Management, Marketing and Logistics
- ANDREA MITCHELL, M.S.  
Communication and Theatre Arts
- HEIDI MOAWAD, M.D.  
Biology
- DONALD MODICA, M.F.A.  
English
- JENNIFER MOE, Ph.D.  
Education and School Psychology
- AMY MOORE, M.A.  
Counseling
- NATHANIEL MOREHOUSE, Ph.D.  
Theology and Religious Studies
- JERRY MORENO, M.S.  
Mathematics and Computer Science
- MARC MORITZ, M.F.A.  
Communication and Theatre Arts
- NATHANIEL MOTTA, M.A.  
Communication and Theatre Arts
- JAMES MURPHY, ABD  
Sociology and Criminology
- JASON NEDLEY, M.B.A./CPA  
Accountancy
- DARLENE NELSON, M.A.  
Classical and Modern Languages
- LAURA NORTHPROP, Ed.S.  
Education and School Psychology
- ROBERT NOWATZKI, Ph.D.  
English
- CLINTON O'CONNOR, M.A.  
English
- JANET PAIK, M.A.  
Management, Marketing and Logistics
- CHARLES PALMERI, J.D.  
Management, Marketing and Logistics
- VINCENT PALOMBO, Ph.D.  
Management, Marketing and Logistics
- ZACHARY PARIS, J.D.  
Political Science
- MARY PARISI, M. Ed.  
Education and School Psychology
- JAMES PAVLISH, M.A.  
Classical and Modern Languages
- CLAUDIA PENA-FERMIN, M.A.  
Classical and Modern Languages
- BEENA PERSAUD, Ph.D.  
Counseling
- KATHLEEN PHILLIPS, Ph.D.  
Theology and Religious Studies

## ADJUNCT FACULTY AND LECTURERS

---

- MARIA PIPITONE, M.A.  
Classical and Modern Languages
- SAMUEL RAMETTA, M.A.  
Classical and Modern Languages
- ISA RANGANATHAN, M.A.  
Classical and Modern Languages
- CHRISTINA RAWLS, M.A.  
Philosophy
- KEVIN RISNER, M.A.  
English
- BARBARA RAYMOND, M.S.  
Communication and Theatre Arts
- KEVIN ROBISON, M.B.A.  
Management, Marketing and Logistics
- THOMAS ROCHE, Ph.D.  
English
- FRANCOISE ROLLAND, M.A.  
Classical and Modern Languages
- HARVEY ROSEN, Ph.D.  
Economics and Finance
- DONNA RUMENIK, M.A.  
Psychological Science/Sociology and  
Criminology
- ROLANDO SANTOS, Ph.D.  
Economics and Finance
- SERENA SCAIOLA-ZISKA, M.A.  
Classical and Modern Languages
- JULIA SCHO, ABD  
Classical and Modern Languages
- SARA SCHLAVONI, M.A.  
Political Science
- GERALD SCHWEICKERT, Ph.D.  
Exercise Science
- WANDA SCOTT, M.A.  
Theology and Religious Studies
- KAREN SHER, M.S.  
Education and School Psychology
- CLAUDIA SILVY, M.A.  
Classical and Modern Languages
- REIKO SIMMONS, Ph.D.  
Chemistry
- NEIL SLOBIN, M.A.  
Philosophy
- ROBERT SMITH, M.A.  
Management, Marketing and Logistics
- ROBERT SMITH, B.A.  
English
- MARNE SOUTH, Ph.D.  
Psychological Science
- JOHN SPENCER, Ph.D.  
Theology and Religious Studies
- SIDNEY SPENCER, M.B.A.  
Economics and Finance
- PAUL SPICUZZA, B.S.B.A.  
Exercise Science
- MARIA STEWART, M.A.  
English
- BARI STITH, Ph.D.  
History
- STEPHANIE STRICKLER, Ph.D.  
Biology
- CHARLES STUPPY, M.B.A.  
Management, Marketing and Logistics
- ANDREW STYPINSKI, Ph.D.  
Philosophy
- SAMATHA SYRACUSE, M.A.  
English
- MELANIE TABAK, Ph.D.  
Psychological Science
- JAY TARBY, Ph.D.  
Management, Marketing and Logistics
- ANDREW TREW, J.D.  
Management, Marketing and  
Logistics/Philosophy
- BRANDO TUPAZ, M.A.  
Counseling
- MARGARET TURBETT, M.A.  
Communication and Theatre Arts
- JIMMY TYREE, M.A.  
Communication and Theatre Arts
- EILEEN TUROFF, M.A.  
English
- KARI VARA, M.A.  
English
- ARTHUR VARNES, Ph.D.  
Chemistry
- GEORGE VOURLOJIANIS, Ph.D.  
History
- TODD WARMINGTON, M.B.A.  
Management, Marketing and Logistics
- NANCY WEINGART, M.A.  
English
- DAVID WILDER, M.F.A.  
Art History/Humanities
- CHRISTIAN WILK, M.A.  
Exercise Science
- CORY WILSON, Ph.D.  
Theology and Religious Studies

KAREN WILSON, M.A.

English

MEGAN WILSON-REITZ, M.A.

Theology and Religious Studies

DANIEL WOLF, M.A.

Exercise Science

KENNETH ZAJACZKOWSKI, B.S.B.A./

CPA

Accountancy

MATTHEW ZARZECZNY, Ph.D.

History

## Graduate Assistants - 2015

ELIZABETH AGYEMAN, B.A.

Mathematics and Computer Science

JOSEPH ALTO, B.A.

Humanities

DALE ARMBRUSTER, B.A.

Athletics

SAMANTHA ARROWSMITH, B.A.

Counseling

CHRISTINA BAGGETT, B.S.

Biology

KATHERINE BAKER, B.A.

Library/Learning Commons

CHRISTINE BANKS, B.A.

Counseling

JOHN BARRETT, B.A.

Theology and Religious Studies

ANNELISE BLANCHETTE, B.S.

Biology

SARAH BOLTON, B.S.

Biology

BRADLEY BORNANCIN, B.S.

Education and School Psychology

RAUL BOTHA, M.B.A.

Theology and Religious Studies

DEIRDRE BYRNE, B.A.

English

ALEXANDER CAMERON, B.S.

Biology

KIMBERLY CLARK, B.A.

Center for Career Services

MARY COFFEY, B.A.

Theology and Religious Studies

GABRIELLE CREGAN, B.A.

Education and School Psychology

ALFONSO DELL'ACCIO, B.S.

Biology

DANIEL DEBICK, B.S.B.A.

Athletics

MARY DODDS, B.S.

Student Activities

MICHAEL DORN, B.S.

Athletics

MERVE ERDIR, B.A.

Management, Marketing and Logistics

MATTHEW FEENEY, B.S.B.A.

Athletics

HILLARY FEARER, B.A.

Early College Mentoring Program

REBECCA FERLOTTI, B.A.

Communications Management

SARAH FLENNIKEN, B.A.

English

KASEY FOLEY, B.S.

Health Education and Promotion

MARISSA GANZFRIED, B.S.

Biology

EMILY GARRISON, B.S.

Non-Profit Administration

CHELSEA GERKEN, B.A.

Athletics

GENNY GOERGEN, B.A.

Athletics

RACHEL HALLE, B.A.

Communications Management

ALLISON HIRSCH, B.A.

Education and School Psychology

SAMANTHA HOCH, B.S.

Boler School of Business

KYLE HOVEY, B.S.

Biology

JULIA HURT, B.A.

Communications Management

KATIE JANSEN, B.A.

Student Affairs/Orientation and Leadership

SEAN KIRBY, B.A.

English

JERED KORFHAGE, B.S.

Biology

ELLEN KRIZ, B.A.

English

ANABELA KRIZANOVIC, B.S.

Management, Marketing and Logistics

## GRADUATE ASSISTANTS

---

SARAH LaBARBERA, B.A.

English

JULIA LEB, B.A.

Center for Service and Social Action

CONSTANTINE MADIAS, M.A.

Economics and Finance

TRUC MAI, B.S.

Biology

NATALIE MAIER, B.S.B.A.

Boler School of Business

ELIZABETH MALLORY, B.A.

English

HANNAH MATGOURANIS, B.A.

Services for Students with Disabilities

KATHERINE McCONNELL, B.A.

English

IAN MEMMER, B.A.

Center for Digital Media

CARLY MIHALIC, B.S.

University Counseling Center

JAMES MILLER, B.S.

Mathematics and Computer Science

CLARE MULLER, B.S.

Biology

ROBERT OVER, B.A.

Athletics

NICOLE PANTANI, B.S.

Office of Student Affairs

ANDRAS PONTI, B.S.

Biology

MELISSA POWELL, B.A.

English

TORI PRICE, B.S.

Athletics

ASHLEY PRIMM, B.A.

Education and School Psychology

IAN REIDER, B.S.

Biology

MORGAN ROBINSON, B.A.

Athletics

EMILY ROGERS, B.A.

English

SPENCER ROULE, B.S.B.A.

Athletics

JOSEPH SAFFELL, B.S.

Accountancy

ERIC SCHUMAN, B.A.

Athletics

SERGEY SHALYGIN, B.S.

Biology

JENNIFER SLOAT, B.S.

Boler School of Business

JOSHUA STEPHENS, B.A.

Education and School Psychology

JESSICA TWITCHELL, B.S.

Mathematics and Computer Science

DAVID VODOLAZKIY, B.A.

English

BRIAN WALDRON, B.A.

Biology

ALEXANDER WELLS, B.A.

English

MARIAH WHITE, B.S.

Arrupe Scholars

REBECCA WIER, B.A.

Biology

MICHAEL YOUNES, B.A.

Theology and Religious Studies

DEBORAH ZAWISLAN, B.A.

Theology and Religious Studies

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# Appendix 1:

## **The Pre-2015 University Core Curriculum**

The information in this appendix is provided for the convenience of students who entered John Carroll University before Fall 2015 or who entered in Fall 2015 with sophomore, junior, or senior status. In other words, it is intended for students who are subject to the “old” University Core Curriculum as opposed to the new Integrative Core Curriculum that launches in Fall 2015.

## **The University Core Curriculum in the Liberal Arts**

As a means to achieve the 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 that 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.
- A history or art 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, one that explores a period or area in the history of philosophy, and one examining applied or specific problems in philosophy.
- 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 that follows.

<b>UNIVERSITY CORE</b>	
<b>DIVISION I</b> BASIC CORE	<b>DIVISION II</b> HUMANITIES
17-19 credits*	9 credits**
First Year Seminar (3 cr.) English Composition (6-8 cr.) Speech Communication (2 cr.) Foreign Language (6 cr.)	Art History Classical & Mod. Lang. & Cultures Communication and Theatre Arts English History
<b>DIVISION III</b> SOCIAL SCIENCES	<b>DIVISION IV</b> SCIENCE AND MATHEMATICS
6 credits***	10 credits****
Economics Political Science Sociology and Criminology	Biology Chemistry Computer Science Mathematics Physics Psychology
<b>DIVISION V</b> PHILOSOPHY AND RELIGIOUS STUDIES	
15 credits	
Philosophy (9 cr.) Theology and Religious Studies (6 cr.)	
<p><b>Additional Requirements:</b></p> <ul style="list-style-type: none"> <li>• One writing-intensive course beyond English Composition.</li> <li>• Two international courses (one of which must study one or more societies of Asia, Africa, or Latin America).</li> <li>• One course which focuses on issues of diversity.</li> </ul> <p>*English placement is determined on the basis of individual needs as indicated by test scores submitted at the time of admission. The <i>Speech Communication</i> 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 <i>Foreign Language</i> requirement is satisfied by two courses in the same language at the level of placement.</p> <p>**Three courses: one literature course, one course in either History (HS) or Art History (AH), and one additional course.</p> <p>***Two courses from two disciplines.</p> <p>****Three courses involving a minimum of 10 credits: one in Mathematics (MT); one, with laboratory, in Biology (BL), Chemistry (CH), or Physics (PH); and one additional course.</p>	

## 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 designates which courses fulfill Core requirements. (Check computer listings for updates.)**

### 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, *eloquentia perfecta*. The study of a 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)** is a theme-based examination of 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. Because FYS is designed as a common first-year college experience, it is expected that all entering first-year students will take FYS. First-year students who enter with 25 or more credit hours may petition to have this requirement waived. In order for the petition to be successful, the student must demonstrate that the credits earned were part of a college experience.

## 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 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 developmental help.

The University provides writing instruction in the following ways:

- Two courses in composition in the first year introduce students to college-level reading and writing and stress 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.

Additionally, professors maintain high standards for writing in all courses, and they 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, and by high school GPA.

## 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 prior to the orientation for first-year and transfer students. International students (see page 19)

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 of the director of Services for Students with Disabilities to the Core director.

**Requirement:** First-Year Seminar (3 cr.); English composition (6-8 cr.); speech communication (2 cr.); foreign language (6 cr.).

## Division II: The Humanities

The humanities study 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, 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); Classics (CL); Chinese (CN); French (FR); Greek (GK); German (GR); International Cultures (IC); Italian (IT); Japanese (JP); Latin (LT); Modern Languages (ML); Russian (RS); Slovak (SL); Spanish (SP); 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.

**Appropriate disciplines:** Economics (EC); Political Science (PO); and Sociology and Criminology (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 that 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, which includes theology, 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 the Department of Philosophy and the Department of Theology 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, and two additional PL courses (one course in the history of philosophy at the 200 level, one course on specific philosophical problems of applied topics at the 300 level); TRS 101, and one other TRS course at the 200 or 300 level.

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## ADDITIONAL CORE REQUIREMENTS

The following content and methodology requirements may be satisfied through the distributive Core requirements listed above or through other approved courses. The University Core Committee determines which courses 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 21<sup>st</sup> 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 one of the courses designated as “S.” The “S” designation refers to courses that study one or more nations or societies historically *within* Western civilization.

**• Diversity Course**

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

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 ways of life through a variety of approaches. These include description, analysis of the issue 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 among 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.**

**[Please note that the following rule applies only to students following the “old” University Core Curriculum, not the new Integrative Core Curriculum.]**

**Students who enter John Carroll from Fall 2012 onward are subject to a limit on the number of transient credits that they can count for Core credits. These students can apply no more than 18 credits from other institutions toward the Core requirements after they have matriculated at John Carroll. No more than two special designations (D, S, R, W) may be transferred in to fulfill Core requirements.**

# Appendix 2:

## Glossary of Terms

**The University employs the following terms and usages to describe John Carroll academic programs.**

**Academic Program:** A combination of courses and related activities organized for the achievement of specific educational objectives as defined by the University. This may include programming at both the undergraduate and graduate levels and consists of degrees, majors, concentrations, minors, and certificates.

**Academic Transcript:** The comprehensive document that details the entire permanent academic record of a student at the University. The official transcript is a formal document that can be obtained only by the student through the Office of the Registrar. Unofficial transcripts, accessed from BannerWeb or the Office of the Registrar, are intended as reference documents only.

**Certificate Program:** A structured set of courses in an applied area of focus normally requiring completion of 12 to 18 credit hours. The certificate is awarded to students demonstrating mastery of skills and knowledge in a specific area or discipline and is not normally part of other programs leading to a degree.

**Concentration (formerly called “track”):** A structured, specialized plan of study within a major. The number of credit hours for a concentration varies, and is included within the credit hours for the major. **The concentration appears on the academic transcript once the degree is awarded.**

**Degree:** A credential that the University awards to a student who has satisfactorily completed a degree program. Degree requirements are established by the University and are approved by the University and the Ohio Board of Regents. John Carroll University awards degrees at the Bachelor’s [undergraduate], Master’s [graduate], and post-Master’s Specialist levels. **The degree awarded appears on the academic transcript.**

**Degree Program:** An approved, academic program of study that leads to a degree which John Carroll University is authorized to offer. Degree requirements are typically stated in terms of numbers of credit hours and specific courses at university, college/school, and discipline levels, as referenced in the official bulletins of the University.



**Degree Type:** Each degree level has multiple degree types. At John Carroll University, the Bachelor's degree includes the Bachelor of Arts (B.A.), the Bachelor of Arts in Classics (B.A.Cl.), the Bachelor of Science (B.S.), the Bachelor of Science in Business Administration (B.S.B.A.), and the Bachelor of Science in Economics (B.S.E.).

The Master's degree includes the Master of Arts (M.A.), the Master of Business Administration (M.B.A.), the Master of Education (M.Ed.), and the Master of Science (M.S.). In addition, the University offers the post-Master's level Education Specialist degree (Ed.S.).

**Diploma:** A ceremonial document naming a degree that has been conferred by the University.

**Major:** The student's primary field of undergraduate study. The major course of study may be discipline-specific or interdisciplinary. The major requires completion of a minimum of 33 credit hours. **The major appears on the academic transcript once the degree is awarded.**

**Minor:** An optional, secondary field of study at the undergraduate level. A minor is a structured plan of study requiring completion of a minimum of 18 credit hours and normally no more than 29 credit hours. No student may declare a major and a minor in the same discipline or field. **The minor appears on the academic transcript once the degree is awarded.**



# Appendix 3:

## Policy on Disability-Related Grievances

### I. POLICY STATEMENT

In furtherance of its non-discrimination policies, it is the policy of John Carroll University (“John Carroll”) to comply fully with state and federal laws, including the Americans with Disabilities Act (the “ADA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and to establish a procedure to ensure that grievances are fairly heard and resolved. Grievances arising under this Policy include allegations concerning accessibility, discriminatory treatment, harassment, retaliation, and other allegations of disability-related violations.

### II. PURPOSE

The purpose of this Policy is to establish a grievance procedure that provides grievants with a fair and effective mechanism for resolving disability-related disputes.

### III. APPLICABILITY

This Policy applies to complaints by persons alleging discrimination carried out by John Carroll faculty, staff, employees, students and third parties contracted on behalf of the University.

### IV. POLICY ELABORATION

John Carroll strongly urges that – when appropriate – parties resolve disputes through informal and direct contact between the affected individuals and the office of Services for Students with Disabilities (“SSD”). However, there may be instances when informal efforts are ineffective or otherwise not appropriate. Persons are not required to engage in an informal resolution process, and persons who are engaged in informal resolution efforts may, at any time, elect to engage the formal grievance process set forth below.

**Step 1:** The grievance must be presented in writing to the Director of SSD. The SSD office is located on the Garden Level of the Administration Building, in Room A-7. The SSD mailing address is Services for Students with Disabilities, 1 John Carroll Boulevard, University Heights, Ohio 44118. The SSD phone number is (216) 397-4967. In the event the grievance is against the Director, the grievant should file the grievance with the Assistant Provost for Academic Advising and Student Success. The office of the Assistant Provost is located on the Garden Level of the Administration Building in Room 05B. The mailing address is Office of the Provost and Academic Vice President, 1 John Carroll Boulevard, University Heights, Ohio 44118. The phone number of the Assistant Provost for Academic Advising and Student Success is (216) 397-6674.

Any grievance shall: (a) clearly identify the facts and events related to the grievance; (b) identify all relevant persons and their respective roles in the dispute; (c) explain all efforts undertaken to resolve the issue prior to filing a grievance; and (d) identify any specific relief sought. Upon receipt of a grievance, the Director or the Assistant Provost shall contact the parties and provide them the opportunity to submit evidence and identify witnesses. Witness statements may be submitted in writing or be heard by the Director or the Assistant Provost. All evidence shall be submitted within twenty-one (21) days following the submission of the written statement.

The Director or the Assistant Provost shall review all relevant evidence, and shall, if appropriate, interview the parties and other witnesses. The Director shall then consult as necessary with John Carroll's legal counsel. Subsequently, within fourteen (14) days of receiving the evidence, the Director or the Assistant Provost shall make a finding, provided in writing to all parties, that shall identify any violations of the ADA and/or Section 504, and shall identify necessary and appropriate remedial measures that John Carroll will take to prevent recurrence of any discrimination and/or to correct any discriminatory effects. After the Director or the Assistant Provost has issued a finding, any party may make a written request that the Director or Assistant Provost engage **Step 2** within ten (10) business days after receiving the written finding.

**Step 2:** The Director shall submit a written statement of the matter, including the finding identified in **Step 1**, to the Assistant Provost for Academic Advising and Student Success. If the grievance is against the Director, the Assistant Provost shall submit a written report to the Provost and Academic Vice President (the "Provost"). The Assistant Provost or the Provost shall then contact all involved parties to discuss the grievance, and shall conduct further investigation as s/he deems necessary. The Office of the Provost is located in the Administration Building, Room AD133. The mailing address is Office of the Provost and Academic Vice President, 1 John Carroll Boulevard, University Heights, Ohio 44118. The phone number is 216-397-4207.

Within twenty-eight (28) days after receiving the **Step 1** findings, the Assistant Provost or the Provost shall provide all involved parties with a written decision as to whether discrimination did or did not occur as found in Step 1. All parties shall receive a copy of the written decision. In the event that the Assistant Provost or the Provost determines that a violation of the ADA and/or Section 504 has occurred, the written decision shall outline the steps that John Carroll will take to correct any discriminatory effects and to prevent recurrence of any discrimination.

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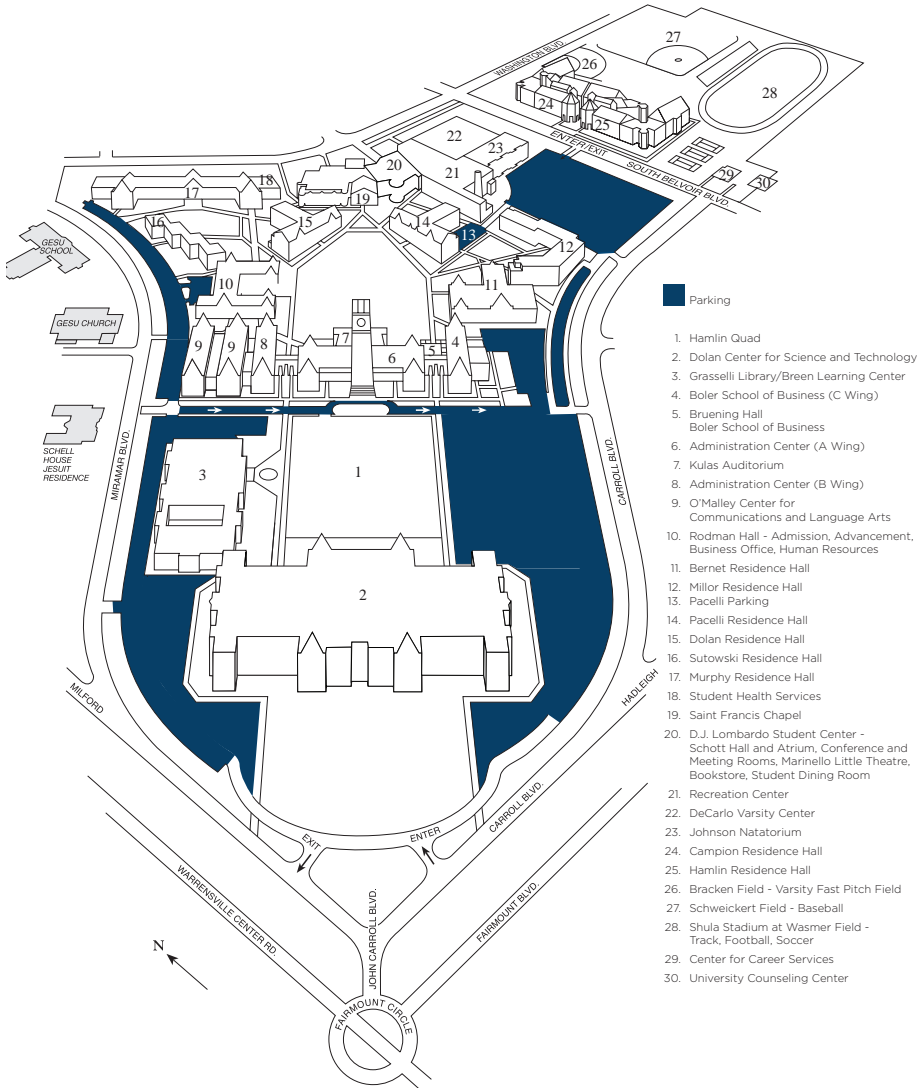
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# CAMPUS MAP



For personalized directions to campus, please go to <http://sites.jcu.edu/campus-maps/>.



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1 John Carroll Boulevard  
University Heights, Ohio 44118  
[jcu.edu](http://jcu.edu)