John Carroll University
Undergraduate Bulletin
2009-2011

Contents

General Information ................................................................. 5
Academic Calendar 2009-2011 ..................................................... 13
Admission ............................................................................. 16
Expenses ............................................................................. 27
Financial Aid ........................................................................ 30
Student Life .......................................................................... 39
Student Services .................................................................. 52
Liberal Education at John Carroll University ......................... 60
College of Arts and Sciences ................................................. 73
John M. and Mary Jo Boler School of Business ........................ 78
Interdisciplinary Minors and Concentrations ............................ 84
Centers, Institutes, and Programs .......................................... 92
Preparation for Graduate and Professional Study ................. 99
Graduate Studies ................................................................... 105
Academic Policies and Procedures ......................................... 107
Department and Course Codes ............................................. 124
Department Chairs ............................................................... 126
Accountancy ......................................................................... 127
Art History and Humanities .................................................. 131
Arts and Sciences, Fine Arts, and First-Year Seminar ............ 136
Biology .................................................................................. 142
Borromeo Institute ................................................................ 152
Business Information Systems .............................................. 153
Business Logistics ................................................................ 156
Career Education .................................................................. 158
Chemistry .............................................................................. 159
Chinese .................................................................................. 166
Classical and Modern Languages and Cultures ..................... 167
Classics ................................................................................ 170
Communication and Theatre Arts, The Tim Russert Department of 173
Computer Science .................................................................. 182
Economics ............................................................................. 187
Education and Allied Studies ................................................. 192
English ................................................................................ 207
Entrepreneurship .................................................................. 216
Finance ................................................................................ 218
French .................................................................................... 221
German .................................................................................. 224
Greek ..................................................................................... 227
EQUAL OPPORTUNITY POLICY

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

NOTICE OF CHANGES

John Carroll University reserves the right to modify degree programs and their requirements and to revise its schedule of charges for tuition, fees, and other expenses. Notice of such changes will be posted conspicuously and communicated to students through public announcements and other appropriate channels.
### John Carroll University
20700 North Park Boulevard
University Heights, Ohio 44118-4581
(216) 397-1886 Voice/TTY
www.jcu.edu

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>LOCATION</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Rodman Hall</td>
<td>216-397-4294</td>
</tr>
<tr>
<td>Admission, Transfer &amp; Part-Time</td>
<td>Rodman Hall</td>
<td>216-397-4237</td>
</tr>
<tr>
<td>Academic Deans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>Administration Building, West Wing</td>
<td>216-397-4287</td>
</tr>
<tr>
<td>Boler School of Business</td>
<td>School of Business Wing</td>
<td>216-397-4391</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>Tony DeCarlo Varsity Center</td>
<td>216-397-4416</td>
</tr>
<tr>
<td>Business Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>Rodman Hall</td>
<td>216-397-4440</td>
</tr>
<tr>
<td>Carroll Card Office</td>
<td>Administration Building</td>
<td>216-397-4961</td>
</tr>
<tr>
<td>Payroll</td>
<td>Rodman Hall</td>
<td>216-397-4456</td>
</tr>
<tr>
<td>Student Service Center</td>
<td>Administration Building</td>
<td>216-397-4494</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>Fritzschke Religious Center</td>
<td>216-397-4717</td>
</tr>
<tr>
<td>Campus Safety Services</td>
<td>Lombardo Student Center</td>
<td>216-397-4600</td>
</tr>
<tr>
<td>Center for Career Services</td>
<td>2563 Belvoir Boulevard</td>
<td>216-397-4237</td>
</tr>
<tr>
<td>Center for Service and Social Action</td>
<td>Administration Building</td>
<td>216-397-4698</td>
</tr>
<tr>
<td>Center for Global Education</td>
<td>Administration Building</td>
<td>261-397-4320</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Lombardo Student Center</td>
<td>216-397-3010</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>Rodman Hall</td>
<td>216-397-4252</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Rodman Hall</td>
<td>216-397-4248</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Administration Building</td>
<td>216-397-4284</td>
</tr>
<tr>
<td>Boler School of Business</td>
<td>School of Business Wing</td>
<td>216-397-1970</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Rodman Hall</td>
<td>216-397-4976</td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>Rodman Hall</td>
<td>216-397-4261</td>
</tr>
<tr>
<td>Library Main Desk</td>
<td>Grasselli Library</td>
<td>216-397-4233</td>
</tr>
<tr>
<td>Multicultural Affairs</td>
<td>Administration Building</td>
<td>216-397-4185</td>
</tr>
<tr>
<td>Registrar</td>
<td>Administration Building, West Wing</td>
<td>216-397-4291</td>
</tr>
<tr>
<td>Registration</td>
<td>Administration Building</td>
<td>216-397-4495</td>
</tr>
<tr>
<td>Residence Life</td>
<td>Lombardo Student Center</td>
<td>216-397-4408</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>Administration Building (Voice/TTY)</td>
<td>216-397-4967</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>Murphy Hall</td>
<td>216-397-4349</td>
</tr>
<tr>
<td>Student Union</td>
<td>Lombardo Student Center</td>
<td>216-397-4320</td>
</tr>
<tr>
<td>University Advancement</td>
<td>Rodman Hall</td>
<td>216-397-4322</td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td>Rodman Hall</td>
<td>216-397-4321</td>
</tr>
<tr>
<td>University Counseling Center</td>
<td>2567 S. Belvoir Boulevard</td>
<td>216-397-4283</td>
</tr>
</tbody>
</table>

**ALL OTHER OFFICES**

216-397-1886

This *Bulletin* has been edited by Dr. James H. Krukones, Associate Academic Vice President, with the invaluable assistance of Ms. Eileen E. Fink of the Academic Vice President’s office. Suggestions and corrections are welcome and should be sent to jkrukones@jcu.edu.

Information is accurate as of May 31, 2009. The University reserves the right to make changes.

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

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

Jesuit Tradition

As a Jesuit university, John Carroll University draws upon the intellectual resources and educational experience of the Society of Jesus, which has operated colleges and universities for more than four centuries. Jesuits on the faculty and in the administration help impart the particular character and value of Jesuit education that make John Carroll University a unique institution in its region. In 2005 the Reverend Robert L. Niehoff, S.J., took office as the University’s twenty-fourth president. A full-time faculty of more than 200 men and women, religious and lay, share the educational enterprise of service to its students and the community.

University Mission

John Carroll University, founded in 1886, 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
General Information

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.
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.
General Information

- 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.

Planning and Assessment

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

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

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

The University Assessment Committee (UAC) is the primary oversight body for the student outcomes assessment programs of the University. Working with the UAC, the office provides support for the University’s assessment efforts. These include the formation of institution-wide student learning goals, and the development, implementation, and review of the assessment program of the University and the academic departments.
General Information

The UAC is comprised of five appointed faculty, the director of Institutional Research, the director of the University Core Curriculum, the associate academic vice president, two appointed representatives from the Division of Student Affairs, and an undergraduate and a graduate student. The committee is chaired by the Associate Academic Vice President for Planning and Assessment, Dr. Nicholas R. Santilli.

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. Enrollment for credit ranges from 3,800 to 4,000 students. In 2007-2008 the six-year graduation rate for freshmen who entered the university in 2002 on a full-time basis was 82%.

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 thirty-eight-acre property in nearby Chardon, provides additional recreational and educational facilities. Major buildings include the Grasselli Library and its John G. and Mary Jane Breen Learning Center, the T.P. O’Malley, S.J., Center for Communications and Language Arts, and the D.J. Lombardo Student Center. This center includes the Little Theatre, the Harold C. Schott Dining Hall, the Inn Between, the Underground, recreational facilities, public conference rooms, and offices for student organizations; it is also the location of the Fritzche Religious Center containing the campus ministry offices and the 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 Psychology; the Center for Mathematics and Science Education, Teaching, and Technology, and the Lighting Innovations Institute. 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 new home of the Blue Streak football, soccer, and track teams. The stadium also has offices for coaches, a weight training
General Information

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 (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; tel.: (800) 621-7440; www.ncahigherlearningcommission.org). 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 is approved by the Ohio Department of Education and accredited by the National Council for Accreditation for Teacher Education for the preparation of Early Childhood (EC), Middle Child (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 have been approved by the American Chemical Society. The Community Counseling Program and the School Counseling Program are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).


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 addition, the University is a member of the International Student Exchange Program (ISEP), which offers study abroad opportunities worldwide. 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.

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

Students can entertain several program offerings in Europe for one semester or two, depending on the program. In England, business students can enroll in the University’s Boler Business Semester in London; non-business students can enroll in the London Liberal Arts Semester in cooperation with Regent’s College. In Italy, students can participate in the University’s own Vatican Program in cooperation with the Pontifica Universitá 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.

Besides 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 to offer cross-registration opportunities to 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.

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 University.

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.
General Information

John Carroll University Alumni Association

John Carroll University has more than 38,000 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 life-long, 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 City Club program.

The Alumni Medal, the highest honor awarded annually by the Alumni Association, is presented to alumni and others 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, or visit the alumni web site at www.jcu.edu/alumni.
Academic Calendar 2009-2011

2009 – 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
Sept. 10 (Thurs.)  Mass of the Holy Spirit
Sept. 15 (Tues.)  Last day to change to audit or elect Pass/Fail
Oct. 7 (Wed.)  Last day for filing application for Spring 2010 degrees (College of Arts and Sciences)
Oct. 7 (Wed.)  Last day for filing application for Winter 2009 and for Spring and Summer 2010 degrees (Boler School of Business)
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 class
                Deadline for course withdrawal
Nov. 30 (Mon.)  Classes resume
Dec. 12 (Sat.)  Last day of classes
Dec. 14-18 (Mon.-Fri.)  Final examinations

2010 – Spring Semester

Jan. 15 (Fri.)  Final registration
Jan. 18 (Mon.)  Martin Luther King Jr. Day-no classes
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. 8 (Mon.)  Classes resume
## Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 31</td>
<td>Friday classes meet&lt;br&gt;Easter break begins after last scheduled class</td>
</tr>
<tr>
<td>Apr. 6</td>
<td>Classes resume&lt;br&gt;Monday classes meet</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Last day for filing application for Winter 2011 degrees</td>
</tr>
<tr>
<td>Apr. 20</td>
<td>Deadline for course withdrawal</td>
</tr>
<tr>
<td>Apr. 25</td>
<td>Last day for filing application for Summer 2010 degrees&lt;br&gt;(College of Arts and Sciences)</td>
</tr>
<tr>
<td>May 6</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 7-8</td>
<td>Reading Days</td>
</tr>
<tr>
<td>May 10-14</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 23</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### 2010 – Summer Sessions

The calendar for the Summer Sessions will be available online about December 15, 2009.

### 2010 – Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Final registration</td>
</tr>
<tr>
<td>Aug. 30</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Aug. 30-Sept. 3</td>
<td>Course changes and late registration</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Labor Day-no classes</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Last day to change to audit or elect Pass/Fail option</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Last day for filing application for Spring 2011 degrees&lt;br&gt;(College of Arts and Sciences)</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Last day for filing application for Winter 2011 and for&lt;br&gt;Spring and Summer 2011 degrees&lt;br&gt;(Boler School of Business)</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Fall break begins after last class</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Nov. 23</td>
<td>Friday classes meet&lt;br&gt;Thanksgiving break begins after last class&lt;br&gt;Deadline for course withdrawal</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Classes resume</td>
</tr>
</tbody>
</table>
Last day of classes
Final examinations

2011 – Spring Semester

Final registration
Martin Luther King Jr. Day—offices closed
Classes begin
Course changes and late registration
Last day for filing application for Summer 2011 degrees
(College of Arts and Sciences)
Last day to change to audit or elect Pass/Fail option
Spring break begins after last scheduled class
Classes resume
Last day for filing online application for Winter 2012 degrees
(College of Arts and Sciences)
Deadline for course withdrawal
Friday classes meet
Easter break begins after last scheduled class
Classes resume
Monday classes meet
Last day of classes
Reading Days
Final examinations
Commencement

2011– Summer Sessions

The calendar for the Summer Sessions will be available online about December 15, 2010.
Admission

Admission to John Carroll University is a very deliberate and personal process. Admission 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/admission. Also, personal visits to attend classes and meet with faculty (weekdays only) can be arranged for high school seniors. Office hours are weekdays 8:30 a.m. to 5:00 p.m. Group presentations and tours are also offered on Saturdays during the fall, winter, and spring.

John Carroll University is an exclusive member of the Common Application Group. Students may apply to the University using the paper Common Application or online at www.commonapp.org. A paper application can also be downloaded from the admission web site at www.jcu.edu/admission. There is no fee to apply to John Carroll University, regardless of whether one applies by paper or online.

Regular Admission

Application Procedures

1. Submit a Common Application, including our supplemental form, by February 1 to the Office of Admission. To be considered for merit scholarships students should apply by the priority deadline of January 2. Candidates for the freshman class may apply for admission at any time during their senior year of high school, but not more than 12 months prior to entrance.

   Note:  Students planning on majors in business will initially apply for enrollment in the College of Arts and Sciences. During their sophomore year they may apply for admission to the Boler School of Business. (See procedures outlined under “Boler School of Business,” page 79).
2. Arrange with the high school(s) attended to send complete transcripts of records to the Office of Admission. Students who are home-schooled should have any and all supporting documentation and transcripts submitted.

3. Ask a counselor and/or teacher at the high school last attended to complete the Teacher Evaluation and/or the Counselor Recommendation form on 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 obtain the Free Application for Federal Student Aid (FAFSA) form from their high school guidance counselor or visit the government website at www.fafsa.ed.gov. The form should be completed and submitted for processing as soon after January 1 as possible. The University’s priority application deadline for financial aid is March 1.

Configuration

The Office of Admission has select admission notification dates during the year. Please refer to the admission website at www.jcu.edu/admission for current dates, as they may change from year to year. Places in the freshman class are reserved, however, only upon submission of an Enrollment Reservation Form and a $300 enrollment deposit (advance payment of tuition). 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. For students who are eligible to receive the Federal Pell Grant as part of their financial aid award package, the $300 enrollment deposit is waived.

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.
Admission

Students may obtain registration forms and general information either from their secondary school guidance office or from the College Board SAT website www.collegeboard.com.

**ACT:** Students planning to complete the battery of tests administered through the American College Testing Program may obtain information and registration forms from their secondary school guidance office or from the ACT website 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 live outside the United States may submit the results of the Test of English as a Foreign Language (TOEFL) in lieu of SAT or ACT scores.

Special Admission

**Advanced Placement**

*The College Board*

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

<table>
<thead>
<tr>
<th>AP TEST</th>
<th>Minimum Score Required for Credit</th>
<th>Semester Hours</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>3</td>
<td>AH 101</td>
</tr>
<tr>
<td>Biology</td>
<td>3-4</td>
<td>4</td>
<td>BL 112, 112L</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>BL 155-158</td>
</tr>
<tr>
<td>Biology/Environmental Science</td>
<td>3-5</td>
<td>4</td>
<td>BL 109, 109L</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>3</td>
<td>CH elective</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3</td>
<td>3</td>
<td>CS 228</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>3</td>
<td>CS 228</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Units</td>
<td>Code</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Economics Micro</td>
<td>3</td>
<td>3</td>
<td>EC 201</td>
</tr>
<tr>
<td>Economics Macro</td>
<td>3</td>
<td>3</td>
<td>EC 202</td>
</tr>
<tr>
<td>English Lang. &amp; Comp.</td>
<td>4</td>
<td>6</td>
<td>EN 111-112</td>
</tr>
<tr>
<td>English Lit. &amp; Comp.</td>
<td>4</td>
<td>6</td>
<td>EN 111-112</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>6</td>
<td>FR 201-202</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>6</td>
<td>GR 201-202</td>
</tr>
<tr>
<td>Government &amp; Politics U.S.</td>
<td>4</td>
<td>3</td>
<td>PO 101</td>
</tr>
<tr>
<td>Government &amp; Politics Comp.</td>
<td>4</td>
<td>3</td>
<td>PO 102</td>
</tr>
<tr>
<td>History, European</td>
<td>4</td>
<td>6</td>
<td>HS 201-202</td>
</tr>
<tr>
<td>History, U.S.</td>
<td>4</td>
<td>6</td>
<td>HS 211-212</td>
</tr>
<tr>
<td>History, World</td>
<td>4</td>
<td>6</td>
<td>HS elective (200 level)</td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
<td>3</td>
<td>LT 232</td>
</tr>
<tr>
<td>Mathematics AB (or AB subscore on BC exam)</td>
<td>4 or 5</td>
<td>4</td>
<td>MT 135</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>3</td>
<td>4 or 5</td>
<td>MT 135</td>
</tr>
<tr>
<td>Physics B*</td>
<td>3</td>
<td>3</td>
<td>PH elective</td>
</tr>
<tr>
<td>Physics C-Mech.</td>
<td>3</td>
<td>4</td>
<td>PH 125 &amp; 125L</td>
</tr>
<tr>
<td>Physics E&amp;M</td>
<td>3</td>
<td>4</td>
<td>PH 126 &amp; 126L</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>3</td>
<td>PS 101</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>6</td>
<td>SP 201-202</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>3</td>
<td>MT 122</td>
</tr>
</tbody>
</table>
Admission

*Applicants who have a score of 5 for Physics B and who have the equivalent of MT 136 may receive credit for PH 135-136 and PH 135L-136L.

Institutional

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

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

International Baccalaureate

The student inquiring about IB transfer credit must request a transcript from IBNA (International Baccalaureate North America) and ask them to send it directly to John Carroll. Credit will be awarded as indicated below. For courses not listed the student must also provide a syllabus from their high school for each course being considered for transfer credit. A copy of the syllabus is sent to the departmental chair at John Carroll for their input on what transfer credit may be given. The student receives a transfer credit evaluation when the evaluation has been completed.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>IB SCORE</th>
<th>JCU Course Equivalent</th>
<th>CREDITS</th>
<th>CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL</td>
<td>4.5</td>
<td>BL 102/102L</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>BL</td>
<td>6.7</td>
<td>BL 155-158</td>
<td>8</td>
<td>Yes</td>
</tr>
<tr>
<td>CH</td>
<td>5</td>
<td>CH 1XX</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CH</td>
<td>6.7</td>
<td>CH 1XX</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td>CS</td>
<td>5</td>
<td>CS 128</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>CS</td>
<td>6.7</td>
<td>CS 128 &amp; 228</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>EC</td>
<td>5</td>
<td>EC 201</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>EC</td>
<td>6.7</td>
<td>EC 201/202</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>EN</td>
<td>6.7</td>
<td>EN 111/112</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>Lang (Fr, Gr, SP)</td>
<td>6,7</td>
<td>101-102</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>Lang (Fr, Gr, SP)</td>
<td>6,7</td>
<td>201-202</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>HS</td>
<td>6.7</td>
<td>HS 1XX</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>MT</td>
<td>5</td>
<td>MT 135</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>MT</td>
<td>6.7</td>
<td>MT 135-136</td>
<td>8</td>
<td>Yes</td>
</tr>
<tr>
<td>PH</td>
<td>5</td>
<td>PH 1XX/1XXL</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>PH</td>
<td>6.7</td>
<td>PH 125/L-126/L</td>
<td>8</td>
<td>Yes</td>
</tr>
<tr>
<td>PL</td>
<td>6.7</td>
<td>PL 101</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>PS</td>
<td>5,6,7</td>
<td>PS 101</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>SC</td>
<td>6.7</td>
<td>SC 245</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Early Enrollment

High School Transient Admission Program

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

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

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

They must file the high school transient student application with the Office of Transfer and International Admission and present the written endorsement of the high school principal or guidance counselor certifying that the applicant meets the above requirements.

Early Admission Program for High School Juniors

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

Transfer Admission

Students in good academic and behavioral standing at another accredited university, college, or junior college may apply for transfer to John Carroll University. The University considers academic record, recommendations, character, and evidence of commitment to studies when individually evaluating a transfer applicant for admission. 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 community college are ineligible for admission until one calendar year has elapsed from the date of such probation, suspension, or dismissal and will not be admitted except by special action of the Committee on Admission.

Transfer students should submit to the Office of Transfer and International Admission copies of high school and college transcripts. Transfer students must be in good standing at the time of application. For those who have attended only one college or university, the most recent term average and the cumulative average must be 2.0 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 recommended.
Admission

A Common Application, together with complete credentials, must be submitted by August 1 for the fall semester or by January 1 for the spring semester. These credentials must include official transcripts of all high school and college records as well as recommendations. Failure to report collegiate level attendance at any institution will make a student liable for immediate dismissal. Students may apply to the University using the paper Common Application or online at www.commonapp.org. A paper application can also be downloaded from the admission website at www.jcu.edu/admission. There is no fee to apply to John Carroll University, regardless of whether one applies by paper or online.

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 after the admission decision has been made. All academic petitions of transfer courses for further consideration (i.e., divisional Core and/or special designations) must be submitted by the end of the second semester after matriculation in order to be considered. Petitions should be submitted (with course descriptions and syllabi) to the chair of the University Core Committee.

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

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

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

Credit will be given for courses completed under the auspices of the United States Armed Forces Institute, provided they are equivalent to those offered by John Carroll
Admission

University. Correspondence-course credits will be accepted provided the accredited institution administering the courses gives credit for them toward its own degrees.

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 special pre-admission counseling and extensive academic advising as well as other services to meet part-time students’ needs.

Admission of all part-time undergraduate students occurs through the Office of Transfer and International Admission (216-397-4257); an application form will be sent upon request or can be found online at www.jcu.edu/admission. Students are encouraged to consult with the Office of Transfer and International Admission about transfer of credit from other colleges and the possibility of earning advanced credit through CLEP examinations (see page 26). Qualified students with a high school diploma or GED equivalent who wish to take courses on a part-time basis may also inquire at this office.

Students transferring from community colleges or other universities must meet the requirements specified on page 21 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 cost schedule for undergraduate courses (see page 27). Students accepted for admission for the fall semester are required to submit a $50 non-refundable tuition deposit at the time of registration.

Financial aid may be available for part-time students. 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 30-38).

Transient Admission

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

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

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

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 official transcripts certifying their complete secondary education. These credentials (with notarized English translations) must be submitted at least 60 days in advance of the term for which the student intends to register.

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

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

A tentative evaluation of credit is made at the time of matriculation, subject to cancellation or revision as the student demonstrates English-language fluency and successfully completes a semester of study in a full-time (12 credit hours minimum) program. Immigration laws require foreign students on a student visa (F-1) to carry a full course of study in every semester of the academic year in order to maintain their status. It is requested that all international students see the student advisor at the Center for Global Education during the first week of class.

Summer Admission

Summer entrants who plan to continue studies in the fall semester as full-time students in one of the undergraduate divisions should submit applications according to regular admission procedures. Please note that summer sessions are not designed to ease the transition between the high school and college years.

A schedule of courses is listed online at www.jcu.edu/summer. Transient students must be in good academic standing and complete the application form found online.

Readmission

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

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

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

**Reinstatement**

Students under notice of dismissal from 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 and 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.
Admission

College Level Examination Program (CLEP)

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

CLEP exams may not be used to fulfill the last 30 semester hours of credit.
Expenses

Tuition and Other Charges

Tuition and fees are fully assessed upon completion of registration.

Terms of Payment

All tuition, room and board, and fees must be paid before classes begin. Bills are mailed to first-time registered students four to six weeks before the semester begins. Thereafter, all bills are sent to the student’s University e-mail account. 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.
3. Credit card. A convenience fee is charged for this service.

The Tuition Payment Plan is available for one’s convenience in budgeting payments to student accounts. Applications are made through the Bursar’s Office. The amount budgeted will be paid each month June 15 through March 15. Any balances on accounts are refunded or billed as payable.

Regular Semester Charges

TUITION (2009-2010 Academic Year)

Full-time Students:

(12-18 credits) ................................................................. $13,970.00 per semester
($27,940.00 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 ....................................................... $846.00 per credit

Graduate credit courses:

Arts and Sciences ............................................................... $658.00 per credit
Boiler School of Business ................................................. $809.00 per credit

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

FEES

Graduation—undergraduate or graduate
   (payable at time of formal application for degree) ...................... $150.00
Graduation—late application ...................................................... $175.00
International student: Application processing .......................... $50.00
Orientation .............................................................................. $325.00
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 .................................................... $250.00
Student Activities Fee, per semester
   (full-time undergraduates only) .............................................. $200.00
Student Health and Wellness fee, per semester
   (full-time undergraduates only) .............................................. $75.00
Student Technology Fee, per semester
   (full-time undergraduates only) ............................................... $175.00
Study abroad fee ...................................................................... dependent on specific program
Transcript—Delivery by FAX .................................................... $5.00
Transcript of record ................................................................. $3.00
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 (2009-2010 Academic Year)

Room and Board—each semester,
   with the 14-meal “plus” plan and double room ......................... $4,165.00
   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 the students are charged against their accounts.

A $300 enrollment deposit is required of first-time students and is non-refundable after May 1.

Fees listed above pertain to the 2009-2010 academic year. Owing to the uncertainty of prices, the University reserves the right to change fees without notice.
Expenses

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.

Additional Information

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

Policy

The primary 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. In order to complete the FAFSA online a Personal Identification Number (PIN) must be used. The application for your PIN may be found at 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
Financial Aid

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/) and also will be distributed with each financial aid award.

Merit-Based Scholarships

American Values Scholarships

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

Archbishop Hoban Scholarships

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

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

These scholarships are awarded annually by the Department of Mathematics and Computer Science. The minimum award is $500 per year, and re-application is required each year for renewal. Recipients must be currently enrolled John Carroll University students who are or intend to be mathematics majors with quality academic records and who are recommended by college instructors. Further information, including an application, may be obtained from the Department of Mathematics and Computer Science.

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

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

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

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

Mastin Scholarships

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

Phi Theta Kappa Scholarships

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

Presidential Honor Awards

The Presidential Honor Award is a prestigious academic award that goes to approximately the top 20% of our incoming freshman class. Awards will be at designations closely representing one-quarter, one-half, and three-quarters of the annual tuition. The scholarship will renew at the same amount for all four years. In order to be competitive, students should have a consistent A/A- average in high school in a strong college preparatory curriculum and score at least 620 on all SAT subcomponents and at least a composite score of 28 on the ACT. No separate application is required. Students in consideration for this award additionally will be highly competitive in the Honors Program review.

Presidential Leadership Awards

The Presidential Leadership Award is a scholarship designated for those students who have made an impact on their high school community and have the greatest potential to impact the John Carroll community. Recipients will be chosen through a scholarship committee process including current student leaders. Awards will be at designations closely representing one-quarter or one-half of the annual tuition and will renew all four years. Students are required to be engaged in the campus community and perform community service projects to renew. No separate application is required.
Financial Aid

Arrupe Scholarships
The Arrupe Scholarship honors community service. Applicants for admission will be reviewed for a commitment to service and asked to attend a service interview weekend in February. In general, the Arrupe Scholarship is a half-tuition scholarship and will renew all four years.

Magis Scholarships
Each year John Carroll will select no more than ten students in our freshman class who truly embody the spirit of magis. Magis is the Latin word for “more” and is a guiding principle of the Jesuit tradition. It refers to the simple philosophy of doing more for others, going above and beyond basic requirements. This full-tuition scholarship will be awarded to students who exhibit all the characteristics of our other merit-based programs—knowledge, character, leadership, and service—and will be renewed for four years.

ROTC Scholarships
The U.S. Department of the Army annually awards ROTC full-tuition scholarships on a competitive basis nationally. Four-year advance designee scholarship winners are selected from high school applicants. Applications are available for submission at www.armyrotc.com. Current college students may also apply for a variety of campus-based scholarships ranging from three semesters to four years by contacting the Department of Military Science at 216-397-4421.

The scholarship provides full tuition and fees, a $1200 yearly book allowance, and a monthly stipend of $300 to $500 for the ten months of the school year. Scholarship winners who reside on campus receive free room and board each academic year, and will 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 http://www.jcu.edu/rotc/ for full details on scholarships, leadership training, and life as a Cadet.

John Carroll University Grants
The John Carroll grant is tuition allowance awarded to students who exhibit a combination of scholastic success and financial need. The FAFSA is required of all applicants for grant assistance. Recipients may lose their grant if placed on academic or disciplinary probation. Renewal requirements include full-time status and maintaining a cumulative GPA of 2.0.

John Carroll Patriot Award and Veteran Initiative
For complete program information, please visit www.jcu.edu/aidjcu/patriotaward on the web.
Financial Aid

John Carroll Donor Scholarships

For a complete listing of programs and application requirements, please visit [www.jcu.edu/aidjcu/scholarships/donor.htm](http://www.jcu.edu/aidjcu/scholarships/donor.htm) on the web.

Loan Programs

Federal Perkins Loan

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

Federal Stafford Loan (Subsidized and Unsubsidized)

The Federal Stafford Loan Program enables students to borrow directly from a participating lender through the Office of Financial Aid. The loan is guaranteed by a state or private non-profit agency or insured by the federal government. Federal regulations require that all loan recipients complete both entrance and exit interviews. These interviews will be held on campus or submitted on-line.

Students may apply for a loan if they are enrolled or have been accepted for enrollment as at least half-time students. Under these programs dependent students may borrow a subsidized Stafford Loan of $3,500 the first year, $4,500 the second year, and up to $5,500 during each of the next two to three years. The interest rate for the subsidized program is 5.6%. In the Subsidized Federal Stafford Loan program the government will pay the interest while the student is in school. Repayment begins six months after the borrower graduates or leaves school, and the borrower may be allowed to repay the loan over a ten-year period. In the Unsubsidized Federal Stafford Loan program, interest begins to accrue immediately. The student is responsible for the accrued interest, or interest can be capitalized at the borrower’s request. The Subsidized Federal Stafford Loan is a need-based program, and the Unsubsidized Federal Stafford Loan is available to students regardless of need. The FAFSA must be completed for consideration in both programs as well as a Federal Stafford Loan Request Form provided with the John Carroll financial aid award.

Federal Parent PLUS Loan

The Federal Parent Loan for Undergraduate Students enables parents to borrow funds to help pay for their children’s education. The loan may be borrowed from a participating lender through the Office of Financial Aid.
Parents may apply for a Federal PLUS loan if their dependent sons or daughters have been accepted for enrollment and have been classified as full-time or half-time students. Eligibility requires that an applicant be a U.S. citizen, a U.S. national, a U.S. permanent resident, or an eligible non-citizen. The FAFSA is not required; however, a credit check is required. Under this program parents may borrow up to the full cost of education minus other financial aid. The Parent PLUS loan has a fixed interest rate of 8.5%. Parents also may get a loan pre-approved through the John Carroll website. When approved, the lender will send the loan proceeds (amount borrowed minus 3% fees) in the form of two disbursements to the student’s John Carroll account electronically or by co-payable paper check. Repayment begins within 60 days of the second loan disbursement unless a forbearance (delayed payment option) is requested from the lender.

**Graduate PLUS Loan**

The Graduate PLUS loan is a federally sponsored loan for a graduate student. The student may borrow up to the full cost of education, less other financial aid received, including Federal Stafford loans. Eligibility for a Grad PLUS loan requires at least half-time enrollment. In addition, a student must be a U.S. citizen, a U.S. national, a U.S. permanent resident, or an eligible non-citizen. A FAFSA must be submitted and a credit check is required. Graduate students should exhaust their Federal Stafford loan eligibility before applying for a Graduate PLUS loan.

**Private Student Loan**

Private student loans (also known as alternative student loans) help students pay for college, generally at better interest rates than other lines of credit. Private student loans should be used as supplemental funding after the student has exhausted all other sources of financial aid. The student must be making progress toward a degree and must meet credit criteria.

**Federal and State Government Grants**

**Federal Pell Grant**

The Federal Pell Grant Program is a financial aid program designed to assist students demonstrating financial need to obtain a higher education. Both full-time and part-time students are eligible to apply for a Federal Pell Grant. Application for the Federal Pell Grant is the FAFSA.

**Federal Supplemental Educational Opportunity Grant**

The Federal Supplemental Educational Opportunity Grant (SEOG) is offered to students with exceptional financial need. The application for the SEOG is the FAFSA.
Financial Aid

Academic Competitiveness Grant
The Academic Competitiveness Grant (ACG) is for students who are enrolled at least half-time in their first and second academic years and have graduated from a rigorous high school program of study. To be eligible for each academic year a student must be a U.S. citizen or eligible non-citizen and be eligible to receive a Federal Pell Grant.

National Science & Mathematics Access to Retain Talent Grant
The National Science & Mathematics Access to Retain Talent Grant (National SMART Grant) is for students who are enrolled at least half-time in their third and fourth academic years; major in mathematics, science, technology, engineering, or critical foreign languages; and have at least a 3.0 grade point average every term. A GPA of 3.0 is required after the first year for consideration in the second year. To be eligible for each academic year a student must be a U.S. citizen or eligible non-citizen and be eligible to receive a Federal Pell Grant.

Pennsylvania State Grant
Pennsylvania residents who attend John Carroll may be eligible to use their Pennsylvania State Grant toward their tuition. Eligibility requires full-time enrollment status. Applicants must complete a FAFSA prior to May 1. Further information may be obtained at www.pheaa.org.

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

Training time for VA educational purposes is as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>VA Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>Full-time</td>
</tr>
<tr>
<td>9 to 11</td>
<td>¾-time</td>
</tr>
<tr>
<td>6 to 8</td>
<td>½-time</td>
</tr>
<tr>
<td>4 to 5</td>
<td>Less than ½-time and more than ¼-time</td>
</tr>
<tr>
<td>1 to 3</td>
<td>¼-time</td>
</tr>
</tbody>
</table>

Veterans enrolled less than half-time and eligible for Montgomery GI Bill Active Duty or DEA benefits will receive the cost of tuition, not to exceed the half-time rate of payment. Graduate student requirements differ slightly.
University academic regulations for veterans as well as for all students can be found in the “Academic Policies and Procedures” section (Pages 107-122) of this Bulletin. Students eligible for a VA educational allowance who do not increase their grade-point average to 2.0 after the first probationary period cannot receive further payment.

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

Any inquiries concerning Veterans Educational Benefits should be addressed to the Registrar’s Office.

**Federal Work-Study Program**

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.

**Refund and Repayment Policy**

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

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

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

A student’s withdrawal date is determined by John Carroll University to be:

1. The date the student began the withdrawal process or notified the school of the intent to withdraw. **Any student wishing to completely withdraw from the University must do so by contacting the appropriate dean’s office.**

2. The midpoint of the semester if the student fails to officially notify the college of the withdrawal.

3. The student’s last date of attendance at a documented academically related activity.

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

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

The student may receive a post-withdrawal disbursement if less of the aid for which the student was initially eligible was actually disbursed than was earned. The Office of Financial Aid will inform the student within 45 days of notification of withdrawal that these funds are available. The student must request these late disbursements in writing to the Office of Financial Aid.

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

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

Further Information

Further information on scholarships, grants, loans, and jobs is available in the Admission materials of the University, from staff members of the Office of Admission and the Office of Financial Aid, and through the Admission web page at www.jcu.edu/admission/.
Student Life

Campus Living

John Carroll University is committed to developing a sense of community within its residence halls which encompasses people from various ethnic, cultural, economic, faith, and geographic backgrounds. This unique experience will provide opportunities that include assistance in academics, stimulation for intellectual growth, development of meaningful interpersonal relationships, and strengthening of a personal value system. The residence hall staffs play key roles in facilitating personal growth through a variety of activities and programs. These opportunities are provided in eight student residence halls located on a small, friendly campus. The halls can accommodate 1,962 undergraduate students.

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.

Students interested in a change of status from resident to commuter must seek the necessary approval. Formal requests can be made through the Office of Residence Life for consideration by the housing contract review board.

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

John Carroll University Residence Halls


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


Student Life

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


Pacelli Hall is the only all-female residence hall. All of the other halls accommodate both men and women. First-year students live together to promote class unity. The halls are divided into four areas, each of which is served by a full-time professional administrator who lives in residence and maintains an office in that area. These four leaders are aided by a Senior Resident Assistant in each building along with sophomores, juniors, and seniors who serve as resident assistants on individual floors. Campus ministers live in the first-year residence halls to assist students in their growth. All rooms on campus provide students with the opportunity to connect to the World Wide Web. Voicemail service and cable television access are also included. More information on the halls, as well as the mission and welcome statement of Residence Life, is available on the “Living at Carroll” website at www.jcu.edu/campuslife/tab_living.htm.

Residence Hall Association (RHA)

This student organization is made up of residents from each hall. Its main purposes are to plan social and educational activities for students living in the halls and to address issues that are of concern to the community. It also helps to plan traditional activities such as Li’l Sibs Weekend and a campus-wide Trick or Treat Night.

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

Off-Campus Living

The associate dean of students 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 coordinator of orientation. 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, strives to foster 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 both within and outside the University. Therefore, students are
expected to conduct themselves as responsible members of society. The disciplinary authority of the University is exercised by the dean of students and the appropriate hearing bodies.

Student Due Process

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

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

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 Evening, Senior Celebration Week, facility approvals, university vehicle reservations, and the posting policy.

Student Union

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

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

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

Student Organizations

African-American Alliance
Allies
Alpha Epsilon Delta
Alpha Kappa Psi
Alpha Sigma Nu
American Chemical Society Student Affiliates
American Marketing Association
Basketball Club (Women’s)
Beta Theta Pi
Biology Club
Carroll Bioethics Society
Carroll Book Club
Carroll Cinema Society
Chi Omega
Circle K
College Democrats
Colleges Against Cancer
Collegiate Entrepreneurs Organization
Dance Ensemble
Dance Team
Delta Tau Delta
Economics Association
Emergency Medical Services Association
Every Two Minutes
Field Hockey Club
Finance Association
Gamma Phi Beta
Generation Green
Gospel Choir
Habitat for Humanity
Hip Hop Dance Club
Honors Student Association
Ice Hockey
Interfraternity Council
Italian Club
Japan Society
JCU Choral Association
JCU Skiers & Boarders
John Carroll Chess Club
John Carroll Conservatives
JUSTICE
Kappa Alpha Theta
Kappa Delta
Kappa Kappa Gamma
Kappa Sigma
La Mesa Hispanica
Labre Project
Lacrosse (Men’s)
Lacrosse (Women’s)
Latin American Student Association
Le Cercle Français
Little Theatre Society
One in Four
Order of Omega
Organization of Resident Assistants
Panhellenic Association
Pershing Rifles
Phi Alpha Delta
Phi Eta Sigma
Pi Mu Epsilon
Pre-Pharmacy Club
Psi Chi
Public Relations Student Society of America
Reach Out
Residence Hall Association
Respect for Life
Rhapsody Blue
Rowing
Rugby (Men’s)
Sailing Team
Science Fiction & Fantasy Club
Seed of Hope
Sigma Phi Epsilon
Society for Human Resource Management
Society for Physics Students
Society of Professional Journalists
Student Alumni Association
Student Business Advisory Council
Student Union
Student Union Programming Board
Students in Free Enterprise
Students Today Leaders Forever
Students United in Care & Healing
The Sweet Carrollines
Ultimate Frisbee
UNICEF Club
Volleyball (Men’s)
World View
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 Luau, Oktoberfest, Cavs games, Homecoming, Winter Formal, Welcome Back Winter Concert, Spring Concert, and a regular comedian series. The board also sponsors “Carroll’s Own” in the Underground with a different event each week, featuring John Carroll student performers. Other favorites include late-night events such as bingo, movie nights, and karaoke.

Fraternity and Sorority Life

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

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

Publications

Student publications include The Carroll News, the student newspaper; The Carillon, the university yearbook; The Carroll Review, the literary magazine; and World View magazine, which promotes awareness of human rights issues.

Intercollegiate Debate

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

WJCU-FM

Students interested in 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. 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. Some of these lectures, such as the Tuohy Interfaith Series, are designed to supplement the regular courses of instruction; others, such as the Woodrow Wilson Lecture Series, open new fields of learning not covered by formal courses or provide commentary on vital current issues. During the 2008-09 academic year alone it was possible to hear, among many others, John Dominic Crossan, Biblical scholar and former co-chair of the Jesus Seminar; Victoria Hale, founder of the Institute for OneWorld Health, the first non-profit pharmaceutical company in the United States; and Kevin Powell, political activist, poet, and hip-hop historian.

Music: Choir, Band, Organ

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

The Louise Mellen organ, one of the very few Spanish-style pipe organs in the United States, is located in Saint Francis Chapel. Built in Brussels by Patrick Collon, it provides a rare and quality instrument for organists of all abilities.

Athletics

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 both their minds and bodies.

The University first participated in intercollegiate athletics in 1916 and was a member of the President’s Athletic Conference from 1955 to 1989. 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 currently sponsors intercollegiate competition in 21 sports. The men’s intercollegiate programs are football, soccer, indoor and outdoor track, cross country, basketball, swimming and diving, wrestling, baseball, golf, and tennis. Intercollegiate competition for women includes volleyball, swimming and diving, basketball, tennis, cross country, golf, indoor and outdoor track, soccer, and softball.

The Department of Athletics oversees the club sport programs, which offer opportunities for students to compete against other colleges and universities. Students organize all club sports. Men’s ice hockey, crew, men’s and women’s lacrosse and men’s volleyball have coaches, while ultimate frisbee, men’s and women’s rugby, skiing, snowboarding, sailing, and field hockey are 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, corn hole, card tournaments, and dodgeball.

The Department of Recreation, Intramurals and Club Sports offers a wide variety of fitness and dance classes to students, faculty, and staff. There are opportunities to participate in kickboxing, step aerobics, toning, yoga, pilates, spinning, and dance classes.

The campus athletic facilities include the Johnson Natatorium, which has a swimming pool and diving well, an electronic timing system, and a pool surface ripple machine. 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 wrestling room, equipment room, and full training and rehabilitation room, as well as the 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; and locker facilities.

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

The outdoor facilities consist of the Don Shula Football Stadium, Wasmer Field, Bracken Softball Field, Schweikert Baseball Field, and tennis courts. The outdoor complex contains soccer and football practice fields, which also serve as multipurpose
Student Life

outdoor recreation areas. The Don Shula Stadium, which opened in fall 2003, is home
to the Blue Streak football, soccer, and track teams. The stadium includes offices,
locker rooms, the Blue Gold Weight Training Room, and the Don Shula memorabilia
room. The stadium has a seating capacity of 6,000, and Wasmer Field has a modern
“Astroplay” playing surface. Adjoining the stadium are three tennis courts, which are
used for intercollegiate, instructional, and recreational play.

More information on the Department of Athletics is available online at

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 these are:

Beaudry Award

The award, in memory of alumnus Robert Beaudry, is given annually to the
student who, in the opinion of members of the senior class, has 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 sponsors this award and conducts an annual election to determine the winner.

The Carroll News Person of the Year

The Carroll News Person of the Year is chosen by the 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.

Millor Orator Award

In honor of the late Reverend William J. Millor, S.J., who served the University in
a variety of posts over 28 years, the officers of the senior class senators, 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 Person of the Year

This award is given annually to the student who has contributed the most by way
of activity and service to the Student Union and the campus community. The recipient
is selected by the Student Organization Review Board of the Student Union.
Student Union Organization of the Year

This annual award is given by the Student Union to the outstanding student organization in each of the following categories who have contributed the most to campus through their activity and service:

- 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
- Student Union Committee 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

Apple Growth Partners Award; Ciuni & Panichi Award; Cleveland Public Accounting Firms Awards; Cohen & Co. Award; Deloitte Alumni Awards; Ernst & Young Awards; Grant Thornton Awards; Howard, Wershbale and Company Awards; Institute of Internal Auditors Award; KPMG LLP Awards; Lubrizol Corporation Awards; The Ohio Society of CPAs Award; Plante and Moran Award; PricewaterhouseCoopers Awards; Robert T. Sullens Awards; RSM McGladrey Award; Skoda, Minotti and Company Award.

Art History and Humanities

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

Biology

Outstanding Biology Major Award for distinguished academic performance as reflected in grades, research activity, service, and enthusiasm for the discipline; Biology Leadership Award for outstanding leadership through service in student government, student organizations, or off-campus service activities; Outstanding Biology Scholar for noteworthy research activity.

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
Student Life

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; American Institute of Chemists Award for excellent achievement in chemistry; Lubrizol Award for distinctive achievement in chemistry; Undergraduate Award in Analytical Chemistry (American Chemical Society); Honor Awards for outstanding freshman and sophomore students; 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; Clare Boothe Luce Scholarship for an outstanding female chemistry major.

Classical Languages

Joseph A. Kiefer, S.J., Award for outstanding achievement in Latin or Greek by a graduating senior; 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 Latin or ancient Greek; the Boheslav and Draga Povsik Scholarship for undergraduate research in classics.

Communication and Theatre Arts

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; Plain Dealer Scholarship for significant contributions to collegiate journalism; Reardon Theatre Award; Patti Rosenfeld Scholarship for an outstanding senior; James T. Breslin Scholarship for television production; Alpha Psi Omega Award for contributions to theatre; Communications Department Theatre Production Award; General Electric Public Relations Scholarship; WJCU Outstanding Broadcaster Award; Joan Louise Cunniff Award in Interpersonal Communications; Hyde Park Forum Award for Public Speaking; Lee Andrews Broadcasting Award; William F. Buckley Award in Catholic Journalism; Kathryn Dolan Award for Department Service; Lawrence Druckenbrod Scholarship in Media Ethics and the Alan Stephenson Award for excellent work in mass media.

The NBC/John Carroll University “Meet the Press” Fellowship, created to honor Tim Russert, 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 will spend 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. Further
information on the fellowship can be obtained by contacting the Academic Vice President at John Carroll University.

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

**Education**

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

**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.

**Health Professions Advisory Committee**

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

**History**

Scholastic Achievement Award to the outstanding graduating major; Fr. Howard T. Kerner, S.J., Scholarship Award; Women Historians of Greater Cleveland Award.

**Management, Marketing, and Logistics**

Outstanding Management Student Award; Outstanding Marketing Student Award; Outstanding Business Logistics Student Award. For rising senior management majors: Walter F. Platte Total Quality Management Scholarship and the 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 management, marketing, and logistics majors: Arthur J. Noetzel Scholarship.
Student Life

Mathematics and Computer Science

Eugene R. Mitteiger Award in Mathematics; Raymond W. Allen, S.J., Award in Teaching Mathematics; Brother Raymond F. Schnep, 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; 82nd 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 French, German, or Spanish majors for financing of their 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 the outstanding graduating major; Joseph L. Hunter Award for outstanding scholarship by a major; Xavier-Nichols Scholarship for an outstanding 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

Kathleen L. Barber Scholastic Achievement Award; Exemplary Service Award.

The NBC/John Carroll University “Meet the Press” Fellowship, created to honor Tim Russert, 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 will spend 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. Further information on the fellowship can be obtained by contacting the Academic Vice President at John Carroll University.

Psychology

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 relatively high score on the MFAT; Psychology Scholastic Achievement Award, for the student(s) who attain 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; the outstanding junior award; John R. Carpenter Award for 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. Outstanding students are also inducted into the Tau Chapter of Alpha Kappa Delta, the national sociology honorary society, and are nominated for the honors program of the American Sociological Association.
Student Services

Campus Ministry

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 emphasize 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 for Catholics.
- 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, and service opportunities that Campus Ministry promotes. Students are encouraged to explore, deepen, and celebrate their faith. They are also called to action for the purpose of learning about and working for justice.

In collaboration with other University departments, Campus Ministry organizes immersion experiences. Students travel with faculty and administrators to rural, urban, and international destinations. Together, members of the John Carroll community serve others, experience their cultures, and build lasting friendships. Recent trips include Nicaragua; Jamaica; Ecuador; Appalachia; West Virginia; Immokalee, Florida; New Orleans; Baltimore; and Camden, New Jersey.

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

While retreats offer a focused time for prayer and reflection off-campus, our Christian Life 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, Parents Weekend Mass, Christmas Carroll Eve, and the Baccalaureate Mass. In addition to interfaith and other seasonal prayer services, eight Eucharistic liturgies are offered each week. Hundreds of students provide liturgical leadership by serving as liturgy planners, lectors, Eucharistic ministers, Mass coordinators, sacristans, cantors, choir members, musicians, and acolytes.

Currently, graduate student members of the Campus Ministry staff live in the residence halls, where they serve as Resident Ministers.

**Campus Safety Services (CSS)**

Campus Safety Services (CSS) functions as a police department under the Ohio Revised Code (ORC 1713.50) as established by the University's Board of Directors. This designation gives officers the same legal authority as municipal police officers.

Campus Safety Services works to provide a safe and secure environment for all members of the John Carroll community. It does so by maintaining police officer staffing 24 hours per day, 365 days per year. CSS officers patrol the campus, answer calls for service, provide personal escorts upon request, respond to alarms, and conduct investigations of suspicious, criminal or otherwise inappropriate activity. They also provide crime prevention/safety awareness programs in conjunction with other campus departments upon request. These programs help prevent crime through risk avoidance and personal responsibility.

The CSS office is located in Room 14 on the lower level of the D.J. Lombardo Student Center. The Gate House, located in the Belvoir parking lot, is staffed 24 hours a day. CSS also can be reached by calling X 4600 from any campus phone or, from off-campus, 216-397-1234 or 216-397-4600. Courtesy phones are located inside buildings throughout campus. CSS also has an online presence, which can be accessed at [www.jcu.edu/campuslife/css](http://www.jcu.edu/campuslife/css).

**Parking**

CSS is also responsible for parking/shuttle bus management at John Carroll. Parking on campus is by permit only. First and second-year resident students are permitted to have cars at John Carroll University but must park at an off-site parking location (Green Road Annex). Upper-class and all commuter students are permitted to park on campus. Transportation to and from the Green Road Annex parking lot is provided by shuttle bus. Upon request, shuttle busses will also transport students to and from the Regional Transit Authority Rapid station and to the shopping district on Cedar Road at Warrensville Center Road.

Students with permits for the Green Road Annex parking lot may park at the main campus from Friday at 5 p.m. until Monday at 7 a.m.
Center for Career Services

The Center for Career Services offers a broad range of career-related services to students. These resources are available to all students regardless of class year or major as they address four career development questions: Who am I? What am I good at? Where is that needed in the world? How do I get there? Services include Career Education courses; individual assistance with self-assessment, searching for internships, jobs, and graduate school programs; 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). There are courses 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) introduces students to 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 Program

The Academic Internship Program offers students the opportunity to integrate classroom learning with “real world” experience by serving internships related to their academic and career goals. Professional work experience helps students to clarify their career goals, gain resume-building experience, increase their sophistication about the world of work and 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. Through this program, students may earn a maximum of three credit hours during their undergraduate career. In order to receive credit, students must secure approval from a Career Center staff member prior to registration and before work has started. A faculty sponsor is also required for internships done for academic credit.

Career Connection

Career Connection is John Carroll University’s complete online career resource. Students can access postings for permanent full-time jobs, internships, summer, and part-time opportunities through Career Connection, available 24 hours a day to those registered with the center. Students may also post their resumes online for review by
Student Services

employers. Carroll Contacts (alumni, parents, and friends of the University) who have
signed up to be career networking contacts for students are also searchable in Career
Connection. Events sponsored by the Career Center, including career fairs and on-
campus recruiting, can be accessed in Career Connection as well. 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.

Individual Attention

Clear career 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; learn the
career decision-making process; and create tentative career plans. Resources are
available to students at all levels of the career development process, from self-
discovery through the creation of specific job or graduate program search strategies.

Career Center Website

For more detailed information on services provided and links to other online
resources, please visit the Career Center’s website at www.jcu.edu/careercenter.

Grasselli Library and Breen Learning Center

Originally dedicated in 1961, Grasselli Library doubled its capacity (to 100,000
square feet) in 1995 with the opening of the Breen Learning Center wing. The library
houses more than 775,000 cataloged books, bound periodicals, and audiovisual items,
and offers private and group study spaces, an electronic classroom, a coffee bar and
lounge, and an open-air reading garden. A 38-seat computer commons is adjacent to
the reference area as is the Faculty Technology Innovation Center/Student Multimedia
Center. Reference assistance is available in person, by phone, and electronically. The
library has a laptop-lending program for student use on the premises.

Through the library’s participation in OhioLINK, members of the John Carroll
community can borrow from the 47.6 million items in the 88 member libraries
throughout the state. These loans are self-initiated for a three-week loan period with
four renewals. They arrive in two to three days. Resources not available at Grasselli
or through OhioLINK can be borrowed through interlibrary loan.

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

Information Technology Services

The Information Technology Services Department provides a wide variety of information technologies throughout the campus, including multimedia classrooms in support of teaching and learning; administrative electronic information systems; high-performance networks for computer, voice, and video communication; a widely distributed array of application/file servers; and support for desktop/laptop computers. The department maintains computer classrooms and computer laboratories equipped with desktop computers and a variety of multimedia presentation facilities; it also provides computer help-line and personal assistance to students, faculty, and staff. In addition, the Faculty Technology Innovation Center (FTIC) (see page 94) has advanced computer systems and staff support to assist faculty in employing the most up-to-date learning technologies in their curricula.

Throughout the campus, there are more than 70 classrooms and labs equipped for advanced electronic multimedia presentations. More than 50 of these include an instructor podium with an integrated touch-screen control station, multimedia computer, DVD, VCR, document camera, and electronic whiteboard with projection and file-capture capabilities. A number of the classrooms have computers for every student. These classrooms and labs have full Internet access, including the World Wide Web, e-mail, and other software packages selected by professors as supplements to classroom instruction. All sites are connected via local networks to the campus-wide fiber optic 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.

There is a data port to the campus network for each student in every room of the residence halls, in addition to the wireless network. Students who have their own computer with a Network Interface Card (NIC) or wireless adapter have access to a complete array of campus computing and information facilities from their rooms, including Grasselli Library and the Internet.

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) supports the academic success and overall adjustment to campus life of students of color. It promotes a holistic educational experience for the University community by fostering understanding, appreciation of and respect for all cultures through a variety of programs and campus activities.

Through direct service to students and by promoting a welcoming campus environment, the OMA seeks to improve the retention, success, and graduation rates of students of color. The OMA provides support services, educational and social programs, and grants to students.

In addition, the OMA works with other University offices, departments, and organizations to improve awareness of and appreciation for racial and cultural diversity and to promote inclusion.
Office of the Registrar

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

Registration: Students register for courses by using an online electronic system. Changes in registration (e.g., adding/dropping a course, withdrawing from a course) are also processed by the office. For further information about registration, see pages 107-108 of this Bulletin.

Transcripts: Students who wish transcripts of records in order to transfer to another school or for other purposes should apply in person or by signed letter to the Office of the Registrar at least two weeks in advance of need. To protect students and alumni, no telephone requests for transcripts will be honored. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university to which transfer is desired. A fee of $3 is required for each transcript. Transcripts are released only when all outstanding balances have been paid.

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

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

   Student requests for formal hearings must be made in writing to the academic vice president, who, within a reasonable time of receiving such request, will inform students of the date, place, and time of the hearing. The academic vice president,
Student Services

the vice president for Student Affairs, the appropriate associate dean of Graduate Studies, and the academic dean of the student’s college or school will constitute the hearing panels for challenges to the content of education records.

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

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, collection agent, or to verify enrollment or degrees); 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 work duties or responsibilities.

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

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


5. The right to withhold directory information. The University has designated the following as directory information: student name, address (including e-mail address), telephone number, date and place of birth, 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.
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 coordinator 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 coordinator at (216) 397-4967 with any questions or requests for more information.

Student Health Center

The Student Health 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 free, personal, and confidential counseling to students of the University community. An initial session with an intake counselor allows a student to share concerns about relationships, family difficulties, stress, loneliness, eating problems, sadness, test or performance anxiety, academic problems, and other matters. During the intake session, the intake counselor will help students assess their needs, gather information, stress the confidential nature of the counseling relationship, and assign them to a counselor. Counselors are available to meet on an individual basis or in groups with students seeking help. Students may contact the University Counseling Center directly for an appointment at 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. All undergraduate, degree-seeking students initially enroll in the College of Arts and Sciences, where they fulfill division requirements of the University Core Curriculum. The liberal arts deal with the creative, social, and scientific developments of past and present cultures and their ideals and human values. These studies impart an appreciation for complexity and the ability to think critically, to solve and resolve problems, and to write and speak with precision and clarity.

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

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

The University Core Curriculum in the Liberal Arts

As a means to achieve the goals stated above and other goals significant to the University’s mission, the Core has a distributive structure as well as distinctive emphases. The Core thus allows selectivity while also stipulating certain academic experiences 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.
Liberal Education at John Carroll University

- 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 that examines 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 on page 62.
### Liberal Education at John Carroll University

**UNIVERSITY CORE**

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>DIVISION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC CORE</td>
<td>HUMANITIES</td>
</tr>
<tr>
<td>17-18 credits*</td>
<td>9 credits**</td>
</tr>
</tbody>
</table>

- First Year Seminar (3 cr.)
- English Composition (6 cr.)
- Speech Communication (2 cr.)
- Foreign Language (6 cr.)
- Art History
- Classical & Mod. Lang. & Cultures
- Communication and Theatre Arts
- English
- History

<table>
<thead>
<tr>
<th>DIVISION III</th>
<th>DIVISION IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL SCIENCES</td>
<td>SCIENCE AND MATHEMATICS</td>
</tr>
<tr>
<td>6 credits***</td>
<td>10 credits****</td>
</tr>
</tbody>
</table>

- Economics
- Political Science
- Sociology
- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics
- Psychology

**DIVISION V**

<table>
<thead>
<tr>
<th>PHILOSOPHY AND RELIGIOUS STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 credits</td>
</tr>
</tbody>
</table>

- Philosophy (9 cr.)
- Religious Studies (6 cr.)

**Additional Requirements:**

- One writing-intensive course beyond English Composition.
- Two international courses (one of which must study one or more societies of Asia, Africa, or Latin America).
- One course which focuses on issues of diversity.

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

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

***Two courses from two disciplines.

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

Not all courses in departments named below are “Core” courses. The University Core Committee determines which courses satisfy the criteria for Core courses. The course schedule for each semester designates which courses fulfill Core requirements. (Check computer listings for updates.) See pages 67-69 for a list of approved Core courses as of May 1, 2009. This list is subject to change, and a current list is maintained in the office of the director of the Core Curriculum.

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, *eloquenta 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 coursework. In addition to the skills described above, a first-year seminar provides an interdisciplinary introduction to academic investigation.

The **First-Year Seminar (FY SEM)** offers an interdisciplinary introduction to academic investigation. It 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 24 or more accepted credits may waive the First-Year Seminar.
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 three ways: two courses in composition in the first year introduce students to college-level reading and writing abilities and stress the processes of composing and revising analytical and argumentative prose; a writing-intensive course at a more advanced level in the student’s major or elsewhere in the curriculum extends the practices of good writing into the context of disciplinary inquiry; and in all courses professors hold high standards for writing and offer appropriate support and instruction. All students are encouraged to use the Writing Center throughout their time at John Carroll for individual instruction and guidance in good writing.

The level of placement for English composition (usually EN 103, 111, or 114) is determined on the basis of individual needs as indicated by test scores submitted at the time of admission, by high school GPA, and by an essay examination taken during summer orientation for first-year students. See page 207 (English) for further details.

Competence in Foreign Language
The foreign language requirement is satisfied by two courses in the same language. Students may begin a new language or continue a language at their level of competence, as determined by placement examinations administered during the orientation for first-year and transfer students. International students (see page 24) whose native language is not English are exempt from the foreign language requirement.
Liberal Education at John Carroll University

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

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

**Division II: The Humanities**

The humanities study 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 (GR); 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 (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 recognizes the phenomenon of religion as a universal and fundamental part of human culture and encourages the examination of the world’s faith communities through the analysis of religious writings, teachings, and practices. In keeping with the University’s Jesuit heritage, special emphasis is given to the Roman Catholic tradition.

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

Requirement: 15 cr: PL 101, 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); RL 101, and one other RL course at the 200 or 300 level.
THE CORE CURRICULUM IN THE LIBERAL ARTS

Approved Division Core Courses

### Division I

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Division</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 103</td>
<td>Division I</td>
<td>FR 101</td>
</tr>
<tr>
<td>EN 111</td>
<td>Division I</td>
<td>GR 102</td>
</tr>
<tr>
<td>EN 112</td>
<td>Division I</td>
<td>JP 101</td>
</tr>
<tr>
<td>EN 114</td>
<td>Division I</td>
<td>RS 101</td>
</tr>
<tr>
<td>EN 116</td>
<td>Division I</td>
<td>FR 102</td>
</tr>
<tr>
<td>CO 100</td>
<td>Division I</td>
<td>GR 102</td>
</tr>
<tr>
<td>CO 101</td>
<td>Division I</td>
<td>JP 102</td>
</tr>
<tr>
<td>FY SEM</td>
<td>Division I</td>
<td>RS 102</td>
</tr>
</tbody>
</table>

### Division II

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Division II</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 101</td>
<td>Division II</td>
<td>FR 101</td>
</tr>
<tr>
<td>AH 211</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>AH 301</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>AH 302</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>AH 303</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>AH 304</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>AH 305</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>AH 306</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>AH 307</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>AH 308</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>AH 309</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>AH 310</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>AH 311</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>AH 312</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>AH 313</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>AH 314</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>AH 315</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>AH 316</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>AH 317</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>AH 318</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>AH 319</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>AH 320</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>CO 100</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>CO 101</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>CO 245</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>CO 265</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
<tr>
<td>CO 280</td>
<td>Division II</td>
<td>JP 102</td>
</tr>
<tr>
<td>CO 285</td>
<td>Division II</td>
<td>RS 102</td>
</tr>
<tr>
<td>CO 316</td>
<td>Division II</td>
<td>GR 102</td>
</tr>
</tbody>
</table>

67
Liberal Education at John Carroll University

## Division II (Continued)

<table>
<thead>
<tr>
<th>HS 110</th>
<th>HS 151</th>
<th>HS 201</th>
<th>HS 274</th>
<th>HS 336</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 113</td>
<td>HS 152</td>
<td>HS 202</td>
<td>HS 279</td>
<td>HS 341</td>
</tr>
<tr>
<td>HS 114</td>
<td>HS 153</td>
<td>HS 208</td>
<td>HS 280</td>
<td>HS 342</td>
</tr>
<tr>
<td>HS 116</td>
<td>HS 154</td>
<td>HS 211</td>
<td>HS 301</td>
<td>HS 357</td>
</tr>
<tr>
<td>HS 119</td>
<td>HS 155</td>
<td>HS 212</td>
<td>HS 302</td>
<td>HS 381</td>
</tr>
<tr>
<td>HS 120</td>
<td>HS 168</td>
<td>HS 230</td>
<td>HS 310</td>
<td>HS 382</td>
</tr>
<tr>
<td>HS 121</td>
<td>HS 170</td>
<td>HS 273</td>
<td>HS 321</td>
<td></td>
</tr>
<tr>
<td>HS 131</td>
<td>HS 180</td>
<td></td>
<td>HS 326</td>
<td></td>
</tr>
<tr>
<td>HS 150</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Division III

<table>
<thead>
<tr>
<th>EC 101</th>
<th>PO 207</th>
<th>PO 309</th>
<th>PO 318</th>
<th>PO 343</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201</td>
<td>PO 213</td>
<td>PO 310</td>
<td>PO 319</td>
<td>PO 344</td>
</tr>
<tr>
<td>EC 202</td>
<td>PO 220</td>
<td>PO 311</td>
<td>PO 320</td>
<td>PO 355</td>
</tr>
<tr>
<td></td>
<td>PO 240</td>
<td>PO 312</td>
<td>PO 334</td>
<td>PO 356</td>
</tr>
<tr>
<td>PO 101</td>
<td>PO 241</td>
<td>PO 314</td>
<td>PO 335</td>
<td>PO 357</td>
</tr>
<tr>
<td>PO 102</td>
<td>PO 254</td>
<td>PO 315</td>
<td>PO 337</td>
<td>PO 361</td>
</tr>
<tr>
<td>PO 103</td>
<td>PO 301</td>
<td>PO 316</td>
<td>PO 341</td>
<td>PO 363</td>
</tr>
<tr>
<td>PO 104</td>
<td>PO 302</td>
<td>PO 317</td>
<td>PO 342</td>
<td></td>
</tr>
<tr>
<td>PO 204</td>
<td>PO 303</td>
<td></td>
<td></td>
<td>SC 101</td>
</tr>
<tr>
<td></td>
<td>PO 305</td>
<td></td>
<td></td>
<td>SC 245</td>
</tr>
</tbody>
</table>

## Division IV

<table>
<thead>
<tr>
<th>BL 101</th>
<th>CH 103-103L</th>
<th>MT 118</th>
<th>PH 101-101L</th>
<th>PH 125-125L</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL 102-102L</td>
<td>CH 105-105L</td>
<td>MT 120</td>
<td>PH 102-102L</td>
<td>PH 126-126L</td>
</tr>
<tr>
<td>BL 103-103L</td>
<td>CH 141-143</td>
<td>MT 122</td>
<td>PH 107-107L</td>
<td>PH 135-135L</td>
</tr>
<tr>
<td>BL 109-109L</td>
<td>CH 142-144</td>
<td>MT 123</td>
<td>PH 113-113L</td>
<td>PH 136-136L</td>
</tr>
<tr>
<td>BL 111-111L</td>
<td>CH 151-153</td>
<td>MT 133-134</td>
<td></td>
<td>PH 246</td>
</tr>
<tr>
<td>BL 112-112L</td>
<td></td>
<td>MT 135</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL 115-115L</td>
<td>CS 101</td>
<td>MT 136</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL 155-157</td>
<td>CS 128</td>
<td>MT 160</td>
<td></td>
<td>PS 101</td>
</tr>
<tr>
<td>BL 156-158</td>
<td></td>
<td>MT 162</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MT 167</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Division V

<table>
<thead>
<tr>
<th>PL 101</th>
<th>PL 265</th>
<th>PL 302</th>
<th>PL 314</th>
<th>PL 370</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL 210</td>
<td>PL 270</td>
<td>PL 303</td>
<td>PL 315</td>
<td>PL 375</td>
</tr>
<tr>
<td>PL 220</td>
<td>PL 275</td>
<td>PL 305</td>
<td>PL 320</td>
<td>PL 379</td>
</tr>
<tr>
<td>PL 230</td>
<td>PL 280</td>
<td>PL 306</td>
<td>PL 330</td>
<td>PL 380</td>
</tr>
<tr>
<td>PL 240</td>
<td>PL 285</td>
<td>PL 307</td>
<td>PL 340</td>
<td>PL 385</td>
</tr>
<tr>
<td>PL 245</td>
<td>PL 289</td>
<td>PL 310</td>
<td>PL 350</td>
<td>PL 390</td>
</tr>
<tr>
<td>PL 250</td>
<td>PL 290</td>
<td>PL 311</td>
<td>PL 360</td>
<td>PL 395</td>
</tr>
<tr>
<td>PL 255</td>
<td>PL 301</td>
<td>PL 312</td>
<td>PL 368</td>
<td>PL 396</td>
</tr>
<tr>
<td>PL 260</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Division V (Continued)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 101</td>
<td>RL 233</td>
<td>RL 272</td>
<td>RL 323</td>
<td>RL 352</td>
</tr>
<tr>
<td>RL 200</td>
<td>RL 234</td>
<td>RL 300</td>
<td>RL 324</td>
<td>RL 353</td>
</tr>
<tr>
<td>RL 205</td>
<td>RL 236</td>
<td>RL 301</td>
<td>RL 325</td>
<td>RL 354</td>
</tr>
<tr>
<td>RL 220</td>
<td>RL 237</td>
<td>RL 306</td>
<td>RL 326</td>
<td>RL 356</td>
</tr>
<tr>
<td>RL 221</td>
<td>RL 250</td>
<td>RL 308</td>
<td>RL 328</td>
<td>RL 360</td>
</tr>
<tr>
<td>RL 222</td>
<td>RL 251</td>
<td>RL 312</td>
<td>RL 330</td>
<td>RL 363</td>
</tr>
<tr>
<td>RL 223</td>
<td>RL 255</td>
<td>RL 313</td>
<td>RL 331</td>
<td>RL 364</td>
</tr>
<tr>
<td>RL 227</td>
<td>RL 256</td>
<td>RL 315</td>
<td>RL 333</td>
<td>RL 368</td>
</tr>
<tr>
<td>RL 228</td>
<td>RL 257</td>
<td>RL 320</td>
<td>RL 335</td>
<td>RL 371</td>
</tr>
<tr>
<td>RL 231</td>
<td>RL 260</td>
<td>RL 321</td>
<td>RL 337</td>
<td>RL 373</td>
</tr>
<tr>
<td>RL 232</td>
<td>RL 264</td>
<td>RL 322</td>
<td>RL 351</td>
<td>RL 374</td>
</tr>
</tbody>
</table>

**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 21st century. At least one of the international courses must focus on the study of one or more nations or societies historically distinct from Western civilization, such as those of Africa, Asia, and Latin America. These courses will be designated with the suffix “R” (Required international courses). For their second international selection, students may choose either a second “R” course or from among courses designated as “S.” The “S” designation refers to courses that study one or more nations or societies historically within Western civilization.
Liberal Education at John Carroll University

- 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 life ways 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 between these populations and others, but also diversity within these populations.

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

**Waiver of Core Requirements**

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

**Education in Depth**

**The Major**

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

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

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

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

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

**Double Major**

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

**Standing in the Major**

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

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

**Comprehensive Examinations**

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

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

Degree candidates in the Bolet School of Business may be required to pass a comprehensive examination testing the grasp of principles and relationships and the
Liberal Education at John Carroll University

ability to reach reasonable solutions to typical business and economic problems. Candidates may also be required to pass a comprehensive examination in the major field. Such examinations may be oral or written, or both. Students who fail to perform satisfactorily in the comprehensive examination will be required to take the examination the next time it is scheduled.

Minors and Concentrations

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

Electives

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

Independent Study in the Major and Electives

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

Undergraduate Student Research

The University recognizes the importance of student research to the educational experience and offers research opportunities for and recognition of student research. Students may apply for research funds up to $250, pending availability. Academic departments may provide research awards and opportunities for research during the academic year and for summer research. Students can present their research at the Celebration of Scholarship! and have their published papers and conference presentations listed on the student research website. For more information, visit www.jcu.edu/research/student.

Writing Center

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

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

In addition to the University Core Curriculum in the Liberal Arts, the College of Arts and Sciences offers programs of study in 30 majors leading to degrees of Bachelor of Arts (B.A.), Bachelor of Arts in Classics (B.A.Cl.), and Bachelor of Science (B.S.).

Applying for Admission

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

Transfer students and part-time students should refer to the pertinent admission procedures described on pages 21-23 of this Bulletin. Applicants must follow the general University regulations on admission, explained fully in the admission section of this Bulletin, pages 16-26.

Majors and Degrees

The major normally consists of a group of courses in a single department, a number of which must be in the upper division. The specific courses, the number to be taken for the major, and the order in which they are to be taken are defined in the sections of this Bulletin devoted to departments and course descriptions, beginning on page 127.

Single-Discipline Majors

Majors may be taken in the following fields, leading to a Bachelor of Arts or Bachelor of Arts in Classics degree:

Art History
Classical Languages
  (Greek, Latin)
Communication
Economics
Education
  Early Childhood
  Middle Childhood
  Multi-Age
  Adolescent/Young Adult
English
History
Mathematics Teaching
Modern Languages
  (French, German, or Spanish)
Philosophy
Physical Education and
  Exercise Science
Physics
Political Science
Religious Studies
Sociology & Criminology
College of Arts and Sciences

Majors in the sciences may be taken in the following fields, leading to the Bachelor of Science degree:

**Biology**
- Biology
- Environmental Biology
- Cell and Molecular Biology

**Chemistry**
- General Chemistry
- Biochemistry
- Comprehensive Chemistry

**Computer Information Systems**
- Computer Science
- Engineering Physics
- Mathematics
- Physics
- Psychology

**Interdisciplinary Majors**

**Humanities**—A self-designed liberal arts major, administered by the Department of Art History and Humanities. Course work consisting of 33 hours above the B.A. Core divisional requirements is derived from the disciplines of art history, literature, history, religious studies, and philosophy. For additional information on the major, see pages 241-242. **Coordinator:** Dr. Gerald Guest, Department of Art History and Humanities.

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

**B.S.-M.B.A. 5-Year Program for the Arts and Sciences**

The 5-year programs offer John Carroll students from the arts and sciences the opportunity to continue their education and earn an M.B.A. degree with one additional year of study. All students are eligible for this program.

Students will take courses from the Boler School of Business throughout their undergraduate education. They should consult with their academic advisor and the associate dean in the College of Arts and Sciences to provide support and assistance in course selection. In addition, students will come together once each semester and hear speakers from the community talk about career opportunities for science M.B.A.s. For more information go to the website www.jcu.edu/bo ler/undergrad/5thyear.html.
Optional Minors

In addition to majors, most departments also offer optional minors, which normally consist of 18 to 21 semester hours of work in one department. Specific courses may be required by various departments. For more detailed information, consult the departments and course descriptions sections of this Bulletin, beginning on page 127.

Optional minors may be completed in the following fields:

<table>
<thead>
<tr>
<th>American Politics</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Greek</td>
</tr>
<tr>
<td>Biology</td>
<td>History</td>
</tr>
<tr>
<td>Business (through Boler School of Business)</td>
<td>Humanities</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Classics</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Communication</td>
<td>Physical Education and Exercise Science</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Physics</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Political Science (General)</td>
</tr>
<tr>
<td>Economics</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>Psychology</td>
</tr>
<tr>
<td>English</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Foreign Affairs</td>
<td>Sociology &amp; Criminology</td>
</tr>
<tr>
<td>French</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Interdisciplinary Minors and Concentrations

In addition to the majors and optional minors listed above, interdisciplinary minors and concentrations may be completed by students who so elect. These are listed below and described on pages 84-91 of this Bulletin.

Interdisciplinary Minors

- East Asian Studies
- Entrepreneurship
- Modern European Studies

Concentrations

<table>
<thead>
<tr>
<th>Africana Studies</th>
<th>International Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aging Studies</td>
<td>Italian Studies</td>
</tr>
<tr>
<td>Biochemistry/Molecular Biology</td>
<td>Latin American and Latino Studies</td>
</tr>
<tr>
<td>Catholic Studies</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Economics/Mathematics</td>
<td>Perspectives on Sex and Gender</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Political Communication</td>
</tr>
<tr>
<td>International Business</td>
<td>Public Administration and Policy</td>
</tr>
<tr>
<td>International Economics and Modern Languages</td>
<td>Studies</td>
</tr>
</tbody>
</table>
General Requirements for Degrees

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

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

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

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

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

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

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

8. Candidates must fulfill all financial obligations to John Carroll University.

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

Specific Requirements

Degree candidates must fulfill all Core and major requirements as explained in detail in this Bulletin. See the earlier chapter on Liberal Education at John Carroll University, pages 60-72, and note requirements for majors as specified in the sections on departments and course descriptions, beginning on page 127.

Honors Program

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

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

The program, its requirements, and courses are described on pages 238-240.
Non-Degree Certificate Program

Certificate programs consist of approximately 60 semester credit hours of organized class work directed to general areas within the University. Upon completion of a certificate program, students may choose to complete the remaining requirements for a bachelor’s degree. The courses in the program are regular University courses and carry college credit. The electives require the approval of an academic adviser. It should be noted that the “certificate” program described below is not to be confused with programs designed to complete requirements for teacher certification. Those programs are fully described in the section of this Bulletin on the Department of Education and Allied Studies. Currently, the following certificate program is offered in the College of Arts and Sciences:

**Certificate in Chemistry**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 141-144, 151H, 153</td>
<td>5-10 cr.</td>
</tr>
<tr>
<td>CH 221, 222, 223, 224</td>
<td>8 cr.</td>
</tr>
<tr>
<td>CH 261, 263</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CH 361 (or 365, 366), 367</td>
<td>5-8 cr.</td>
</tr>
<tr>
<td>CH 441, 443</td>
<td>5 cr.</td>
</tr>
<tr>
<td>CH xxx</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MT 135, 136</td>
<td>8 cr.</td>
</tr>
<tr>
<td>PH 125, 125L, 126, 126L</td>
<td>8 cr.</td>
</tr>
<tr>
<td>or 135, 135L, 136, 136L</td>
<td></td>
</tr>
<tr>
<td>EN 111, 112</td>
<td>6 cr.</td>
</tr>
<tr>
<td>CO 100</td>
<td>2 cr.</td>
</tr>
<tr>
<td>2 Electives (with approval of advisor)</td>
<td>6 cr.</td>
</tr>
</tbody>
</table>
John M. and Mary Jo Boler
School of Business

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

Programs of concentration are offered in seven professional fields, leading to the degree of Bachelor of Science in Business Administration (B.S.B.A.) or Bachelor of Science in Economics (B.S.E.). The Boler School of Business also offers graduate programs leading to the Master of Business Administration (M.B.A.) and Master of Science in Accountancy (M.S.Ac.) degrees. These programs are fully described in The Graduate Studies Bulletin, www.jcu.edu/graduate/bulletin08-10.

Mission and Core Values

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

The Boler School of Business carries out this mission by:

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

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

Degree-seeking applicants must petition for admission to the Boler School after accumulating 45 semester hours of college credit. Applicants must have an average grade of C or higher for all course work completed at John Carroll University. In addition, applicants must have completed the following courses with an average grade of C or higher: AC 201, EC 201, MT 167, and BI 107, 108, and 109. Students may alternatively demonstrate competencies in the BI 107-109 course work. If the applicant transfers some or all of these courses to John Carroll from other institutions, then a minimum of a C average must be attained in at least 9 hours of course work completed in the Boler School of Business.

Students enrolled in the College of Arts and Sciences should complete a declaration of intent to major in business and submit it to their academic advisor. Applications are handed out at a seminar conducted each spring semester by the staff of the Boler School. Such action must be taken during the designated declaration of major period in February. After reviewing credentials, the Boler School will advise students that they are (a) accepted, (b) deferred, or (c) ineligible.

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

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

Sequence applicants in business (post-baccalaureate students seeking knowledge in specific fields) should apply to the Boler School of Business (216-397-1970) for direct acceptance to the Boler School. Applicants should:

1. Complete and return to the Boler School of Business the online application available at www.jcu.edu/booler/application_online.asp.
2. File official transcripts of previous college work with the Boler School of Business.
3. After all credentials have been filed, meet with the assistant to the dean of the Boler School of Business for advising.
Boler School of Business

Majors and Degrees

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

Majors may be secured in the following fields:

Accountancy  Business Logistics  Management
Business Information  Economics  Marketing
Systems  Finance

Candidates for the degree of Bachelor of Science in Business Administration (B.S.B.A.) select accountancy, business information systems, business logistics, finance, management, or marketing, while candidates for the degree of Bachelor of Science in Economics (B.S.E.) choose economics.

Optional minors are available through the College of Arts and Sciences (see page 75) and the Boler School of Business (see page 81).

General Requirements for Degrees

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

1. The completion of a minimum of 128 credit hours of acceptable college work.
2. The completion in residence of 30 hours of business courses at the 300 and 400 level.
3. The fulfillment of all course work (required courses, core courses, and electives) called for in the degree program. At least the last 30 hours must be completed in residence.
4. The attainment of an average grade of C (2.0) or higher in the courses completed in the major, courses completed in the Boler School of Business, and in all courses completed at the University, each group considered separately.
5. If required, the passing of a comprehensive examination testing the grasp of principles and relations and the ability to reach reasonable solutions to typical business and economic problems; if required by the department, the passing of a comprehensive examination in the major field. Such examinations may be oral or written, or both.
6. The completion of all degree requirements, within ten years of the date on which college work was begun.
7. The filing of an application for the degree by the assigned day, for degrees to be awarded in May, in August, or in January.

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

9. The completion of the following business core courses (100 & 200 level before 300 level):
   b. Accounting—AC 201-202 or AC 201-211 (AC 201-202 required for accountancy and finance majors)
   c. Economics—EC 201-202
   d. Business Statistics—EC 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—MK 301
   k. The legal environment/business law requirement(s) differ by major. Please refer to the section on a particular department in this Bulletin for the exact requirements or options allowed for an academic major.
   l. Strategic Management: MN 499 is required for all students seeking the B.S.B.A. degree and is to be taken in the senior year.

10. The completion of requirements in the University Core Curriculum in the Liberal Arts (see the section of this Bulletin on Liberal Education at John Carroll University, pages 60-72). Boler School of Business students must complete the following courses:
   a. EC 201-202 plus one other course in Division III (a total of 9 hours)
   b. Division IV requirements must be met as follows:
      i) PS 101
      ii) MT 167
      iii) One course in laboratory science
   c. PL 311 (Ethical Problems in Business) in Division V

The Boler School offers minors in economics and business as well as sequences in accountancy, human resources management, and marketing.

Minors in the Boler School of Business

Minor in Entrepreneurship

The minor in entrepreneurship is an interdisciplinary minor and can be found on pages 84-85.
Minor in Business

The minor in business is offered to those students who choose to major in a field of study within the College of Arts and Sciences but would like to receive a foundation in business. The minor in business consists of a total of 30-33 credit hours and the following courses:

- **BI 107, 108, and 109** Spreadsheet, Database and Communication Applications or demonstrated competency ........................................0-3 cr.
- **AC 201-202 or 201-211** Accounting Principles.........................................................6 cr.
- **EC 201-202** Principles of Economics .......................................................6 cr.
- **MT 122 or MT 228** Statistics.................................................................3 cr.
- **MN 325** Organizational Behavior and Management ..................3 cr.
- **MK 301** Marketing Principles.................................................................3 cr.

**Directed Elective** ...........................................................................................................3 cr.

Choose one of the following:
- **EC 208** Business Statistics
- **BI 200** Management Information Systems
- **BI 326** Production/Operations Management
- **LG 328** Business Logistics

**Electives (2)** .................................................................................................................6 cr.

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

Please note the following:

1. Students are encouraged to consider FN 312 (Business Finance) for one elective. For those who choose FN 312, the second elective may be in any of the majors, subject to the same restrictions as above.
2. Students not admitted to the Boler School of Business may not take more than 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.
4. Students wishing to minor in business are advised to declare this intention in the office of the Boler School of Business at the beginning of their junior year.

Sequences in the Boler School of Business

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

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

**Primary Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 201-202</td>
<td>Accounting Principles</td>
<td>6 cr.</td>
</tr>
<tr>
<td>AC 303-304</td>
<td>Intermediate Accounting</td>
<td>6 cr.</td>
</tr>
<tr>
<td>AC 312</td>
<td>Cost Analysis and Budgetary Control</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 321</td>
<td>Federal Taxes</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 341</td>
<td>Accounting Information Systems</td>
<td>3 cr.</td>
</tr>
<tr>
<td>AC 431</td>
<td>Auditing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 463-464</td>
<td>Business Law</td>
<td>6 cr.</td>
</tr>
</tbody>
</table>

**Electives**

Select at least two of the following:

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

**Additional Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 202</td>
<td>Business Communications</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 325</td>
<td>Organizational Behavior and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EC 208 or MT 122</td>
<td>Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EC 201-202</td>
<td>Principles of Economics</td>
<td>6 cr.</td>
</tr>
<tr>
<td>FN 312</td>
<td>Business Finance</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 301</td>
<td>Marketing Principles</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PL 311</td>
<td>Business Ethics</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Marketing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201-202</td>
<td>Principles of Economics</td>
<td>6 cr.</td>
</tr>
<tr>
<td>MN 325</td>
<td>Organizational Behavior and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 301</td>
<td>Marketing Principles</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 302</td>
<td>Consumer Behavior</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 341</td>
<td>Advertising</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK 495</td>
<td>Marketing Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MK elective</td>
<td>Directed marketing elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Human Resources Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 305</td>
<td>Interviewing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EC 101 or</td>
<td>Introduction to Economic Problems and Policies</td>
<td>3-6 cr.</td>
</tr>
<tr>
<td>EC 201-202</td>
<td>Principles of Economics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EC 208 or MT 122</td>
<td>Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 325 or</td>
<td>Organizational Behavior and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PS 359</td>
<td>Industrial and Organizational Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 353</td>
<td>Labor Relations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 370</td>
<td>Staffing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 373</td>
<td>Training and Management Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MN 376</td>
<td>Compensation Management</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Interdisciplinary Minors and Concentrations

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 concerning 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 interdisciplinary minors are available:

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

Students may choose from two tracks, one of which emphasizes language while the other provides a broader interdisciplinary approach in the humanities and social sciences. The language track requires three years of study of an East Asian language as available at John Carroll or other universities, plus two additional courses focused on East Asia from two other departments: AH 211, 313, 314, 399; EN 288; HS 180, 279, 280, 283, 381, 382, 452, 453, 456; IC 220; PO 102*, 242, 243; RL 251, 351, 353, 354; SC 151, 250, 253, 390; or special-topics courses in East Asian studies. The second track requires one year of an East Asian language as available at John Carroll or other universities, an introductory course in East Asian Studies (AH 211; HS 180, 279, 280; RL 252; or SC 151), and five additional courses from at least three departments: AH 211, 313, 314, 399; EN 288; HS 180, 279, 280, 283, 381, 382, 452, 453, 456; PO 102*, 242, 243; RL 251, 351, 352, 353, 354; SC 151, 250, 253, 390; or special-topics courses in East Asian studies. Additional courses in East Asian languages may also be applied. One course containing a significant East Asian component may be substituted for one of the five elective courses at the discretion of the East Asian Studies coordinator: EC 342, 343, 352, 353; EN 285; FN 439; MK 361; MN 361; SC 152. (*PO 102 may be applied when the section focuses on East Asia.) Coordinator: Dr. Pamela A. Mason, Department of Political Science.

**Entrepreneurship**—Entrepreneurs create new ventures in both the for-profit and not-for-profit (social) arenas. Examples of entrepreneurial enterprises are Habitat for Humanity, Kaboom, Google, E-Bay, Zappos, and Twitter. Future entrepreneurs pursue majors in either the arts, humanities, social sciences, sciences, or business. A
national study found that 75% of entrepreneurs focused their college studies in fields outside of business.

The Entrepreneurship minor is open to all students regardless of major. Required coursework depends on whether a student selects a major in the College of Arts and Sciences or the Boler School of Business. Faculty from both the College of Arts and Sciences and the Boler School of Business teach the courses in the minor, which is administered by an interdisciplinary faculty committee under the supervision of the John J. Kahl Sr. Chair in Entrepreneurship.

The Arts & Sciences track: ER 101, 102, 203, 204, 305*, 306*, and 480, plus one approved ethics course (21 hours).

The Business track: ER 101, 102, 203, (or MN 364), ER 204, FN 312, MK 301, and ER 480 (or MN 480), plus PL 311 (21 hours.) **Coordinator:** Dr. John C. Soper, Department of Economics.

For course descriptions see pages 216-217.

*Open only to majors in the College of Arts & Sciences

**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 six hours of language beyond the six required for the University Core, to be taken in the modern European language satisfied for the Core (12 hours total in the same language). Students who complete 301/302 in fulfillment of their Core language requirement are not required to take additional courses to fulfill the MES proficiency 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 these courses 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 courses from the Modern European Studies approved list in three departments outside the student’s major. Up to two courses at the 100- or 200-level from the list of approved courses may be applied to the depth or breadth requirement. Given the importance of foundational course work for a richer appreciation of modern European developments, students may apply one course in Medieval or Early Modern European fields toward fulfilling the MES minor. Upon completion of these requirements, students will receive a certificate in Modern European Studies. **Coordinator:** Dr. John McBratney, Department of English.
Interdisciplinary Minors and Concentrations

Concentrations

The following interdisciplinary concentrations are available:

**Africana Studies**—This concentration is designed to provide students with a focused, systematic, and interdisciplinary plan to study multifaceted issues central to the African Diaspora. The concentration offers two tracks—African Diaspora Cultural Studies and African-American Cultural Studies. Each track is 22 hours and shares a common core of courses. The following courses are required for all students: BL 115/115L, either PS 342 or SC 255, and either AR 499A (Senior Seminar: Program Evaluation and Policy Studies in Black America) or AR 499B (Senior Seminar: Program Evaluation and Policy Studies in the African Diaspora). Students must meet with the concentration coordinator at least one semester prior to enrolling in either AR 499A or AR 499B.

African-American Cultural Studies students are additionally required to take one course each from four of the groups labeled A through F, for a total of 12 hours:
- Group A—HS 131, 341, 343, 495
- Group B—PL 398 (with coordinator approval)
- Group C—RL 229 (with approval), 327, 399 (with approval)
- Group D—PO 310, 312, 315, 316
- Group E—EN 278, EN 299 (with approval), EN 379
- Group F—CO 321, 324, 344

African Diaspora Cultural Studies students are additionally required to take one course each from four of the groups labeled A through D, for a total of 12 hours:
- Group A—PL 285, 398 (with approval)
- Group B—RL 299 (with approval), 328
- Group C—PO 310, EN 286 (with approval), EN 480, IC 110, IC 210, SP 429
- Group D—HS 131

**Coordinator:** Dr. Sheri Young, Department of Psychology; Dr. Tamba Nlandu, Department of Philosophy.

**Aging Studies**—This concentration provides an in-depth understanding of the aging process. Usually the recommended major is sociology, psychology, or religious studies, but all other majors are possible. The concentration consists of 22 hours, including 16 hours of required courses in sociology, psychology, and religious studies, with a required four-hour internship. The remaining six hours consist of approved electives. Most of the hours may be easily subsumed under Core and major requirements. The following are required: PS 265; RL 260; SC 285, 475, 490. The two electives, each from a different department, must be chosen from the following: PL 302; PS 280, 457, 462; RL 363; SC 295, 493. **Coordinator:** Dr. Phyllis Braudy Harris, Department of Sociology and Criminology.

**Biochemistry/Molecular Biology**—This concentration is for students majoring in biology or life sciences chemistry who seek rigorous training in the molecular basis of biological processes. The concentration may be of interest to a) students planning for graduate work in fields such as biochemistry, molecular biology, biophysics, structural biology, and molecular genetics; b) students considering careers in biotechnology; and c) premedical students interested in the molecular basis of medicine. Admission to the concentration is limited because of space limitations in
Interdisciplinary Minors and Concentrations

BL/CH 470, so students must apply to the coordinators for admission to the concentration by the end of sophomore year. Students must have completed the following courses before the start of junior year: for Biology majors, BL 155-158, 213; CH 141-144 (or 151H, 153), 221-224; MT 135, 228; for Chemistry majors, BL 155-158, 213; CH 141-144 (or 151H, 153), 221-224, 261, 263; MT 135-136 (MT 135, 228); PH 125, 125L, 126, and 126L may be taken as a sophomore (preferably) or junior. During the junior and senior years, students will take the following courses: for Biology majors, BL 465, 470; CH 361 (or 365, 366), 435-437, 439; for Chemistry majors, BL 465 and one BL elective chosen from a list provided by the coordinators; CH 361 (or 365-366), 367, 435-437, 439, 470. All of the courses listed here may be used to satisfy major requirements. Students will have to take additional courses to satisfy all requirements of their major. Coordinators: Dr. David Mascotti (Chemistry); Dr. James Lissemore (Biology).

Catholic Studies—Under the auspices of the Institute of Catholic Studies, this concentration aims at promoting serious reflection on the richness and vitality of the Catholic intellectual tradition through the ages. This concentration is interdisciplinary in nature, highlighting within the history of ideas the contribution of Catholic intellectuals and scholars across various disciplines. The Catholic Studies concentration enables students to assess human intellectual activity and experience in the light of the Catholic faith, and to examine the Roman Catholic Church’s dynamic interaction with and interpenetration of cultures, traditions, and intellectual life. The concentration consists of 18 credit hours from approved Catholic Studies courses distributed among the following disciplines: one course in religious studies, one course in philosophy, one course in the humanities, and two electives from approved Catholic Studies courses. The final course in the concentration is a required seminar, “The Classics of the Catholic Intellectual Tradition,” an interdisciplinary course in which students read the works of significant Catholic intellectuals from across the ages as a way of integrating the perspectives studied in their other courses within the concentration. In fulfilling these requirements, a student must take a minimum of three courses at the 300-400 level. Courses offered as part of the Catholic Studies concentration may satisfy Core Curriculum requirements or major/minor requirements within a specific discipline. Students in the concentration 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, Department of History, and Director, Institute of Catholic Studies.

Economics/Mathematics—Students must major in economics or mathematics. Both majors must take EC 201-202, 301, 302; MT 135-136, and 233. Economics majors must complete MT 420 and two mathematics electives numbered above 300. Mathematics majors must complete EC 410 and one other upper-division economics elective. Coordinators: Dr. Douglas Norris, Department of Mathematics and Computer Science; Dr. Thomas J. Zlatoper, Department of Economics and Finance.
Interdisciplinary Minors and Concentrations

Environmental Studies—The Environmental Studies concentration is designed to acquaint students with the knowledge necessary to understand and solve environmental problems: the operations of the physical, biological, and chemical systems of our planet; the impact of people on these systems; the cultural underpinnings of our current patterns of interaction with nature; and the substantive nature and institutional process of political and social change that impinge on our environment. Students pursue the concentration in Environmental Studies along with a major. Students must complete the 21 credit hours selected from the following course offerings: AR 199; BL 109, 111, 115, 155, 156, 159, 215, 222, 331; CH 103, 105, 299, 455; EC 315; HS 271; PH 101, 102; PL 314, 375, 385; PO 312, 361, 363, 464; RL 260, 363, 368; SC 290, 360, 380, 390. Students must take at least two courses in the natural sciences and two courses in the social sciences and/or humanities. Independent studies and internship opportunities may be arranged with the director of the concentration. Director: Dr. Wendy Wiedenhoft, Department of Sociology.

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

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

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

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

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

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

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

**Italian Studies**—Developed by the Bishop Anthony M. Pilla Program in Italian-American Studies, this interdisciplinary concentration (art history, philosophy, history, and Italian) seeks to foster an appreciation of Italian and Italian American history and culture. Students are exposed to the major intellectual, artistic, and cultural contributions that Italians and Italian-Americans have made throughout history as they complete 21 credit hours of approved course work. Six of these credit hours must be in Italian language (2 IT courses at the 200 level or above), while 6 hours complete the Italian-American culture requirement. Additional courses that satisfy these requirements are designated each semester by the Italian Studies Committee. **Coordinator:** Dr. Santa Casciani, Department of Classical and Modern Languages and Cultures, and Director, Bishop Pilla Program in Italian American Studies.

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

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

While requirements are flexible to accommodate students with different interests and majors, the concentration allows for and encourages a focus in a particular area of Latin American or Latino studies.
Interdisciplinary Minors and Concentrations

Requirements:

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

B. Electives of the concentration.

Nine hours of other courses from the list of approved courses (available at the LALSCC website) or accepted by the LALSCC through petition. For a list of courses that may be used to satisfy the requirements for completion of the concentration, please see either of the LALSCC coordinators or visit the concentration’s website at www.jcu.edu/latam. Coordinators: Dr. Robert J. Kolesar, Department of History and Honors Program, and Dr. Maria Marsilli, Department of History.

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

Required courses for biology majors: BL 155, 156, 157, 158, 360, 360L; CH 141, 142, 143, 144, 221, 222, 223, 224; BL 475 and CH 431 (or CH 435, and 436); PS 326, 426, 497N (or an additional BL, CH, or PS course outside of the major approved by 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, 437; PS 326, 426, 497N (or an additional BL, CH, or PS course outside of the major approved by 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, CH, or PS course outside of the major approved by neuroscience coordinator). A GPA of 3.0 is required for enrollment in PS 497N. Coordinator: Dr. Helen Murphy, Department of Psychology.

Perspectives on Sex and Gender—This concentration, open to all majors, explores in depth the question of sex and gender in contemporary society. The indicated sequence of courses will enable students to examine the philosophical and religious premises of sex roles; their historical, psychological, and social origins; and their political manifestations. In addition to prerequisites (see individual departments for details), these courses are included: CO 322; EN 284; HS 150, 371, 372; PL 290 or 330; PO 305; PS 140; RL 325, 364, 437; SC 315, 320, 385. These are described in the course offerings of the various departments and count toward the concentration. Students may petition the coordinator for approval of additional courses. The
Interdisciplinary Minors and Concentrations

class consists of 18 credits, no more than six of which may be taken in any one department. **Coordinator:** Dr. Brenda A. Wirkus, Department of Philosophy.

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

Group A courses: CO 346, 449, 465, 467; PO 101, 102, 103, 104.

Group B courses: Print Media—CO 325, 380; Electronic Media—CO 438; Communication & Politics—CO 341, 386, 447; American Politics—PO 207, 213, 301, 302, 310, 311, 312, 314, 316, 317, 318, 319, 410, 417; Comparative/International Politics—PO 242, 243, 254, 320, 321, 330, 331, 332, 333, 334, 335, 336, 355, 356; Public Policy—PO 305, 309, 315, 361; **Coordinators:** Dr. Douglas Bruce, The Tim Russert Department of Communication and Theatre Arts; Dr. Larry Schwab, Department of Political Science.

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

The concentration consists of 36 credits. Political Studies—required: PO 101, 204, 302, elective (one course): PO 213 or 312. Analytical Studies—Political Science majors: EC 201, 202, 312; PO 300; MT 122. Economics majors: EC 201, 202, 312; MT 122 or 167. Substantive Focus Studies (two courses): PO 305, 309, 361; EC 331. Internship: PO 390 (3 credit hours, an internship in government). **Coordinator:** Dr. Larry Schwab, Department of Political Science.
Centers, Institutes, and Programs

CENTERS

The Cardinal Suenens Center

The Cardinal Suenens Center honors the life and work of Leon Joseph Cardinal Suenens (1904-1996), Archbishop of Malines-Brussels and Primate of Belgium. The Center has the following goals: to study the achievements and heritage of Vatican Council II; to be attentive especially to the reception of the as yet unachieved goals of the council; and, through symposia, publications, and funded scholarly research, to increase understanding and pursuit of those goals; to further the ecumenical advances of the council through respectful dialogue; to bridge conversation between church leadership and the theological community; and to intersect the pastoral goals of Vatican Council II with those of the culture in response to the Church’s present call for “the evangelization of the culture.” Given the council’s recommendation that we be attentive to “the signs of the times,” the Center is actively involved in pursuing interfaith dialogue. Every other year, the Cardinal Suenens Center designates a recipient for the Living Water Award. Past honorees: 1996—Mother Teresa and Cardinal Joseph Bernardin; 1998—Cardinal Godfried Danneels; 2000—Cardinal Franz Koenig; 2002—Cardinal Roberto Tucci, S.J.; 2005—Helen Prejean, S.J.; 2006—Giuseppe Alberigo. Each year an invitation is extended to a prominent person to deliver the Margaret F. Grace lecture on “Where do I find hope?” The distinguished list includes: Godfried Cardinal Danneels; Reverend Ronald Rolheiser, O.M.I.; Sister Elizabeth Johnson, C.S.J.; Sister Helen Prejean, C.S.J.; Reverend Richard Rohr, O.F.M.; Archbishop Michael Fitzgerald, M.Afr.; and William Cardinal Leveda. Director: Dr. Doris Donnelly, Department of Religious Studies.

The Center for Service and Social Action

Founded in 1992, the Center for Service and Social Action reflects the mission and commitment of John Carroll University to the formation of men and women who “excel in learning, leadership, and service.” The center seeks to educate for justice by offering the John Carroll community opportunities for learning through service by way of community-based learning, service-based immersion programs, voluntary service activities for individuals and groups, and other service events and programs grounded in the theory of social justice and the practice of social action.

The center provides developmental and logistical support to students engaged in service, training and development opportunities to faculty who choose to integrate justice education and service into their courses, and outreach assistance and education partnerships to over 50 not-for-profit and faith-based organizations and agencies serving the Cleveland area. The center also reaches out to and connects with our national and international communities through service-based immersion programs in Chicago, New Orleans, Mexico, Honduras, and other locations. Director: Dr. Margaret Finucane, The Tim Russert Department of Communication and Theatre Arts.
The Center for Global Education

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

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

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

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

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

The Center for Faculty Development

The Center for Faculty Development 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 aimed at the stimulation of 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. Via the center, faculty are afforded a place to discuss their work in a forum that is developmental rather than evaluative, allowing for an open exchange of ideas. 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. Mark Waner, Department of Chemistry.
Centers, Institutes, and Programs

The Faculty Technology Innovation Center

The Faculty Technology Innovation Center (FTIC) is a unit within Information Technology Services dedicated to the support and advancement of technology-enhanced teaching, learning, and research at John Carroll University. Equipped with the latest hardware and software resources, the FTIC strives to meet its objectives through a combination of faculty research and multimedia development assistance, workshops, and application support. Students interested in working in the center as multimedia developers or programmers are encouraged to check the FTIC website for available positions at www.jcu.edu/ftic. **Director:** Dr. Jay Tarby.

INSTITUTES

Ignatian Spirituality Institute

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

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

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

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

For further information, contact the Ignatian Spirituality Institute office at 216-397-1599. **Director:** Dr. Joan Nuth, Department of Religious Studies.
Institute for Educational Renewal (IER)

The Institute for Educational Renewal (IER) is a non-profit organization dedicated to improving the academic achievement of students in urban and inner-ring suburban elementary, K-8, and middle school classrooms. In partnership with John Carroll University since 1991, IER literacy coaches work directly with classroom teachers, principals, and parents in offering an innovative, on-site school renewal program that focuses on effective teaching and learning, encourages collaborative leadership, and promotes a positive school culture. IER’s mission is to improve the quality of education for children in Greater Cleveland and to foster the development of child-centered learning communities focused on student achievement.

IER’s program is based on a comprehensive literacy approach that balances reading, writing, language, and word study. Literacy coaches work one-on-one with teachers modeling literacy strategies in the classroom, in small groups facilitating grade level and leadership team meetings, and in supporting parent literacy groups within each school. Among IER’s supporting activities are classroom libraries, school-based study groups, and district-wide learning communities. IER implements a wide variety of professional development activities, including on-site graduate courses offered through John Carroll University. IER also coordinates school-wide retreats to facilitate learning and professional dialogue among teachers, administrators, and parents. The IER Leadership Network provides workshops, seminars, conferences, and other professional development activities to teachers, administrators, and parents within and across school districts throughout the Greater Cleveland area.

IER is governed by an advisory committee with expertise in non-profit leadership, education, business, human resources, law, marketing, and public relations. The director works closely with the advisory committee, as well as John Carroll administration, faculty, and staff in guiding IER’s activities. John Carroll serves as IER’s fiscal/administrative agent, and members of John Carroll’s faculty and administration belong to its advisory committee.

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 concentration in Catholic Studies (see page 87); faculty development workshops and seminars; sponsorship of a public lecture series; course development grants; and publication of *Prism* magazine. Each of these programs seeks to highlight, within the history of ideas, the contribution of Catholic intellectuals and scholars from a variety of disciplines. The institute also promotes the investigation of the interaction between the Church and society. **Director:** Dr. Paul V. Murphy, Department of History.
Centers, Institutes, and Programs

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 to inspire faith among those they encountered, but to inspire a faith that does justice. Arrupe’s commitment to justice was rooted in his love for his faith and for God. He coined the phrase “men and women for others,” a guideline for Jesuit institutions around the world.

Arrupe Scholars fulfill program requirements through academic courses, as well as engagement in service and social justice. Students select three academic Arrupe Scholar courses that include service learning, community-based internships, field-based research, experiential learning related to social action, or emphasis on social justice issues and advocacy. In addition to the “designated” courses, students also complete five 1-credit Arrupe Scholars Seminars to guide them in their integration of curricular and co-curricular experiences.

Outside of the classroom, scholars are encouraged to participate in international or domestic immersion experiences sponsored by designated campus departments, actively participate in social, political advocacy, or faith-based groups, or volunteer with organizations and causes encouraging social change around issues of injustice.

Arrupe Scholars are recognized at commencement, and their program participation is noted on their academic transcript. Co-directors: Dr. Margaret Finucane, The Tim Russert Department of Communication and Theatre Arts, and Director, Center for Service and Social Action; Christopher Kerr, Campus Ministry.

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

Established with the support of the Northern Ohio Italian-Americans (NOIA) and a Boler Challenge Grant in 1997, 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.I., 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 sponsors the Bishop Pilla Lecture Series, and supports the John Carroll University at Vatican City Study Abroad Program and the Bishop Pilla Summer Institute in Italy. Director: Dr. Santa Casciani, Department of Classical and Modern Languages and Cultures.
Leadership and Social Justice Learning Community

The Leadership and Social Justice Learning Community is an interdisciplinary curricular and co-curricular four-year program open to all students. Students participate in block-scheduled courses during freshman year and take a social justice seminar in spring of the sophomore year. Spring of the junior year includes an internship with a community leader, and the program culminates in a senior capstone experience. Students also have the opportunity to participate in the “We The People” service learning project. Co-curricular activities are led by a program assistant committed to developing students’ leadership skills and awareness of social justice issues. **Directors:** Dr. Lauren Bowen, Associate Academic Vice President for Academic Programs and Faculty Diversity; Dr. Margaret Finucane, The Tim Russert Department of Communication and Theatre Arts, and Director, Center for Service and Social Action.

Poverty and Solidarity Program

The Poverty and Solidarity Program recognizes that addressing the complex and systemic nature of domestic and global poverty requires well-educated citizens with analytical abilities, social commitment, and specific professional skills. The program provides opportunities for students in any major to learn about poverty and encourages them to use their skills and influence as friends and allies of the poor. To achieve these goals, the program provides paid summer internships with local organizations that address poverty and supports courses that examine poverty in a wide variety of disciplines. For more information, see [www.jcu.edu/poverty](http://www.jcu.edu/poverty). **Director:** Dr. James Lissemore, Department of Biology.

Program in Applied Ethics

The Program in Applied Ethics supports teaching, research, and community service in the area of applied ethics. Among the goals of the program is to increase awareness of, and reflection on, contemporary ethical issues. By providing intellectual resources for understanding and wrestling with important social questions, the program seeks to foster campus-wide conversations about moral 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. The Program in Applied Ethics sponsors campus visits by prominent figures in ethics, public lectures and conferences on ethical issues, and faculty and student workshops. The program also helps to fund faculty and student travel to conferences and course development grants. **Director:** Dr. Paul Lauritzen, Department of Religious Studies.
Centers, Institutes, and Programs

Reading First—Ohio Center

The Reading First—Ohio Center for Professional Development and Technical Assistance for Effective Reading Instruction is a collaboration of Cleveland State University, John Carroll University, and the University of Akron. The center has responsibility for providing professional development and technical assistance to Ohio’s Reading First Schools. Reading First is a federally funded program under ESEA Title I, which supports K-3 teachers in acquiring the knowledge and skills essential for effective reading instruction, data-based instructional decision-making, accurate diagnoses, and powerful interventions. The professional development of K-3 teachers, which falls under the John Carroll arm of the center, occurs over a school year through a network of reading faculty from universities throughout the state, school-based literacy specialists (teachers with strong literacy educational background and experience), and teachers. For further information, contact the project office at (216) 397-4318, or go to www.readingfirstohio.org. Director: Dr. Cathy Rosemary, Department of Education and Allied Studies.
Preparation for Graduate and Professional Study

Graduate Study and College Teaching

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

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

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

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

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

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

Professional Programs

Professions such as law, medicine, dentistry, and engineering ordinarily have two phases of schooling: preprofessional and professional. John Carroll 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 two or three years of preprofessional education. Students are urged in most cases to pursue programs leading to a bachelor’s degree.

Health Professions

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

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

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

Post-baccalaureate students who have not received their undergraduate degree from John Carroll may use the Health Professions Advisory Committee as the source 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).
Graduate and Professional Study

**Medicine**

The requirements of medical schools are summarized in *Admission Requirements of American Medical Colleges*, published annually by the Association of American Medical Colleges. Applicants for medical school must take the Medical College Admission Test. Since this test is usually taken in late spring of the junior year, premedical students should have completed or be completing the basic requirements for medical school by that time. Those requirements are generally one year each of general chemistry, organic chemistry, physics, 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 135-136 (MT 228 may be substituted for MT 136). A bachelor’s degree is almost invariably required.

**Graduate and Professional Study**

John Carroll also participates in a program for premedical students. The MEDStart Program, offered by the University of Toledo College of Medicine, is an early-decision program for John Carroll first-semester juniors. Details are available on the John Carroll website ([www.jcu.edu/prehealth](http://www.jcu.edu/prehealth)) or from the coordinator of Pre-Health Professions Studies.

**Dentistry**

The Council on Dental Education of the American Dental Association lists the minimum educational requirements for admission to a dental school as follows: (1) Students must successfully complete two full years of study in an accredited liberal arts college. (2) In most states, the basic requirements of predental education are the same as those of premedical education noted above. Those requirements are generally one year each of general chemistry, organic chemistry, physics, biology, and math. They are usually fulfilled at John Carroll by taking CH 141-144 and 221-224; PH 125, 125L, 126, 126L; BL 155-158; and MT 135-136. (3) Students must complete a minimum of 64 credit hours from liberal or general education courses, such as English, communications, behavioral sciences, philosophy, 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 predental requirements should be completed. Admission to schools of dentistry with only two or three years of undergraduate education is the exception rather than the rule.

In addition to medicine and dentistry, there are a number of other careers available in healthcare delivery. Students are encouraged to explore such fields as 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 coordinator of Pre-Health Professions Studies.
Graduate and Professional Study

Pharmacy

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

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 guide students interested in pursuing the study of law upon graduation. For further information, please see Dr. Elizabeth Swenson, Department of Psychology (swenson@jcu.edu).

Any major can be a suitable preparation for a career in law, especially when combined with carefully chosen courses outside the major field. Students interested in law school are especially urged to consider double majors, 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 in the Liberal Arts, and a major in some specific field are required for the study of law. In addition, certain skills are important in learning and practicing law. These skills include the ability to speak and write effectively, to organize and absorb large amounts of information, to read carefully and critically, to analyze and evaluate complex issues, and to deal with problems creatively. Also important is knowledge of the social, political, and economic structure of society and an understanding of the human values of this structure.

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

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

Certified public accountants should have a broad background of both liberal and professional education. The experience of alumni of the Boler School of Business 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 in other related subjects; and (b) have public accounting experiences satisfactory to the board.

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

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 coursework in the teaching fields depending on the baccalaureate degree (see description of requirements in this Bulletin, page 193).

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 either on a full-time or part-time basis. The Post-baccalaureate program can be completed either 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 community counseling. These programs lead to a master’s degree and licensure. All of John Carroll University’s licensure programs are accredited by NCATE and CACREP and conform to current Ohio licensure standards.
Graduate and Professional Study

The detailed organization of the graduate licensure programs and information on licensure requirements will be found in The Graduate Studies Bulletin under the Department of Education and Allied Studies.

Engineering Programs

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

Formal agreements have been made to enable students who complete the two-year pre-engineering program at John Carroll to transfer either to Case or to the University of Detroit Mercy, if the minimum continuation requirements set down by each University are met. Case offers a wide variety of engineering programs that have a national reputation. The University of Detroit Mercy has unique co-op engineering programs where students are required to alternate between engineering study and industrial work periods. They must take their first work period in the summer after sophomore year if they wish to graduate at the end of the summer after their fourth year. Students can earn a good portion of their expenses from employment in the co-op program.

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

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

Students interested in any of the above engineering programs should contact the Department of Chemistry or the Department of Physics as early as possible and request a meeting with the engineering advisor.
Graduate Studies

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, community 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.

Degrees

Degrees conferred are: Master of Arts (M.A.) in biology, communications management, community counseling, education, English, history, humanities, mathematics, nonprofit administration, and religious studies; Master of Science (M.S.) in accountancy, biology, and mathematics; Master of Business Administration (M.B.A.); and Master of Education (M.Ed.).

Admission

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

To qualify for unconditional acceptance as matriculated students, applicants must hold, minimally, a baccalaureate degree from an accredited college, and a 2.5 cumulative grade-point average (based on a four-point system). Some programs may require a higher average. Students should consult the chair of the department in which they plan to do graduate work about 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.

Five-Year Programs

Five-Year B.A./M.A. and B.S./M.B.A. programs are offered in business administration, mathematics, and religious studies. These programs allow students to complete both the B.A. or B.S. and the M.A. degrees 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 M.A. or M.B.A. in their fifth year. For specific details on each of these programs, see The Graduate Studies Bulletin or contact the department chair.
Graduate and Professional Study

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 March 1 for assistantships to be granted the following academic year. Detailed information regarding specific positions and application materials is available online at www.jcu.edu/graduate/future/assistantships.htm. Students may also contact the appropriate 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. Part-time students are invited to take part in a special session for new part-time students held before each semester begins. During the orientation sessions new students are introduced to the University; meet John Carroll students, faculty, and administrators; take part in appropriate placement testing; receive academic advisement; and register for courses in the upcoming semester. Information on the New Student Orientation program is mailed to students in sufficient time to enable them to choose an appropriate session. Full-time freshmen and transfer students are not permitted to register for courses prior to the orientation sessions.

Academic Advisors

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. Near the end of the sophomore year, most students declare a major program and are then reassigned to a faculty advisor representing their major field of study. The Academic Advising Office coordinates advisor assignments for freshmen and sophomores as well as declaration procedures.

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.
Academic Policies and Procedures

Students may not register late (i.e., once the term has started) without permission from the appropriate academic dean, 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 Registrar’s Office. This applies to courses added, dropped, or changed. No courses may be added after the first week of class.

Withdrawal from a course or change from credit to audit status may be made up to a date specified each semester by the college or school concerned. Change of registration status will not be permitted during the last two weeks of class. Freshmen should note the special provisions under “Withdrawal Regulations” (see pages 111-112).

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

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

Credit

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

Pass/Fail Option

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

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 at the Student Service Center, once an academic petition has been approved by the academic dean.

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

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. 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.

Excused Absences for Extracurricular Activities

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

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 academic dean normally will rule in the matter.

Policy and Procedure for Making Up Missed Final Examinations

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

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

If a student has missed the scheduled final examination because of extraordinary circumstances, the student is responsible for contacting the instructor by the end of the first working day after the day of the missed examination and requesting permission to take a make-up examination. If the instructor is unavailable when the student seeks him/her, 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 upon 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 registration procedures. Tuition and laboratory fees are returnable only as indicated under “Refunds” (page 29).

Students must carry out proper withdrawal procedures personally in the Student Service Center. Withdrawals during the first week of class leave no indication of the
Academic Policies and Procedures

course on the student’s transcript. For withdrawals between the 2nd and 12th week of a regular semester, a W appears on the transcript; this is the time of “withdrawal without prejudice.” No withdrawals are permitted after the 12th week. Students withdrawing at any time without following proper procedures automatically receive a WF, which is considered a failing grade and is computed in the cumulative average. Final dates for the above periods are indicated in the academic calendar. Students who intend to completely withdraw from the University must notify the appropriate academic dean.

First-year students who wish to withdraw from a course, including the first week of classes, must first consult with their advisor. In cases where the advisor is not available, students must consult with the appropriate academic dean of the College of Arts and Sciences or the assistant dean of Academic Advising before dropping. A signed APR form must be used when a first-year student drops 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 not only gain the number of credits required, but also attain a certain standard of excellence. This standard is determined on the basis of quality points.

The number of quality points 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 an average of 2.00 (32÷16); students who earn 51.1 quality points while attempting 16 hours have a scholastic average of 3.19 (51.1÷16). Similarly, the cumulative average at John Carroll is determined by dividing all quality points earned by all credit hours attempted. A student who over four semesters has earned 192 quality points and attempted 67 hours has a cumulative average of 2.86 (192÷67).
The quality of work and the point system are indicated by the following grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding scholarship. 4 quality points per credit hour.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 quality points per credit hour.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 quality points per credit hour.</td>
</tr>
<tr>
<td>B</td>
<td>Superior work. 3 quality points per credit hour.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 quality points per credit hour.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 quality points per credit hour.</td>
</tr>
<tr>
<td>C</td>
<td>Average. 2 quality points per credit hour.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 quality points per credit hour.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 quality points per credit hour.</td>
</tr>
<tr>
<td>D</td>
<td>Work of the lowest passing quality. 1 quality point per credit hour.</td>
</tr>
<tr>
<td>F</td>
<td>Failure. If the subject is required, the course must be repeated. No credit hours, no quality points.</td>
</tr>
<tr>
<td>FA</td>
<td>Failure because of excessive absences.</td>
</tr>
<tr>
<td>HP</td>
<td>High Pass. Honors Program only.</td>
</tr>
<tr>
<td>P</td>
<td>Pass. Honors Program only.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal through proper procedure.</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal without following proper procedure.</td>
</tr>
<tr>
<td>AD</td>
<td>Audit</td>
</tr>
<tr>
<td>AW</td>
<td>Auditor who fails to fulfill attendance requirements.</td>
</tr>
<tr>
<td>SA</td>
<td>Satisfactory. This grade is used in noncredit courses.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Work incomplete. Work is to be completed within one month following the last normal examination date of the semester in which the grade is incurred or the grade of I converts to F. An extension may be granted by the appropriate dean for very serious reasons, usually medical.</td>
</tr>
<tr>
<td>X</td>
<td>Absent from final examination. Courses whose final exams are not completed within one month following the last scheduled examinations will convert to a grade of F.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit granted for master’s thesis upon approval, student teaching, and other designated courses. Also indicates achievement of a grade of C or better in courses taken on the Pass/Fail basis.</td>
</tr>
</tbody>
</table>
Academic Policies and Procedures

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 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 academic dean 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 dean’s office at the time. The 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 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 within a specific time period. A disputed charge must be appealed 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 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 dean of the school in which the course is taught. The dean will then attempt to resolve the problem.

**Step 4.**

a. If the dean (or associate dean) judges that the appeal is without sufficient basis, the dean (or associate dean) can so rule, and the case is closed.

b. If the dean is in doubt or thinks it possible that the grade should be changed contrary to the wishes of the instructor, the dean will request the Faculty Council to provide a list of the names of nine faculty members, randomly selected, from which the dean, the involved instructor, and the student each
Academic Policies and Procedures

will choose three to consider the matter. (If agreement on all three cannot be reached, the dean will fill any remaining spots on the committee from the names on the list.)

c. Both the instructor and the student will present their cases to the committee. (The appeals committee will make no effort to establish whether 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 then decide by majority vote to recommend that the grade be changed and notify the dean of its decision. The committee will provide the dean with a written summary of the main reasons for its recommendation. The 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 dean should explain the reasons for the decision in writing to the committee.

Step 5. The 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

116
Step 3. If the department chair cannot resolve the dispute in a manner satisfactory to the parties concerned, the chair will notify the dean of the school in which the course is taught. The dean will then attempt to resolve the problem.

Step 4.

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

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

c. Both the instructor and the student will present their cases to the committee. (The appeals committee will make no effort to establish whether a grading system is academically sound; rather it will attempt to establish whether an instructor’s grading practices and procedures were followed consistently, fairly, and accurately according to the standards set forth in the syllabus and other course directives.)

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

Step 5. The 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 reports released are asked to submit written requests for release of transcripts. Forms for this purpose are available in the Registrar’s Office and in the Student Service Center. The University reserves the right
Academic Policies and Procedures

to make judgments regarding the release of grades to government agencies or others making bona fide requests for information.

Course Standing

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

Graduation Requirements

Students must apply for graduation through the assistant dean’s office of the college in which they major by the deadline announced in the University calendar.

Graduation requirements include general requirements, all Core requirements, and all requirements for the major. Successful completion of at least 128 semester credit hours, with a quality-point average of at least 2.0, is required for graduation. This minimum average must be met in the major and overall. In addition, the Boler School of Business requires a 2.0 average in the business courses. The last 30 semester hours must be completed in residence at John Carroll University.

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

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

4. Graduate students who are not writing an essay or thesis must have no more than 9 remaining hours to complete their degree program. Graduate students
who have not completed the essay or thesis (but who have completed all course requirements) must submit a petition signed by their academic advisor stating that the thesis or essay will be completed by the deadline set by the Graduate Studies Office for summer school graduation. Graduate students should apply for the May commencement ceremony by March 1.

**Dean’s List**

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

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

Probation is imposed by the appropriate 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:
Academic Policies and Procedures

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. They may not engage in varsity or club sports.

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

Freshman Privilege

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

NOTE: Petition for Freshman Privilege under these provisions must be approved in writing by the assistant dean of the College of Arts and Sciences. The last opportunity a student will have to petition for Freshman Privilege is the beginning of the semester after completing 40 earned credit hours.

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

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

Dismissal

Students are subject to dismissal for academic deficiencies by the appropriate dean if they are placed on probation for two successive semesters or if their grades decline while on probation status in any semester, or if they fail more than one course in any semester. Students who have been academically dismissed may not apply for
reinstatement until at least one full semester and one summer have elapsed. (For conditions of reinstatement, see page 25.)

Transfer of Credit

Transcripts

Students who wish transcripts of records in order to transfer to another school or for other purposes should apply in person or by signed letter to the Registrar’s Office at least two weeks in advance of need. To protect students and alumni, no telephone requests for transcripts will be honored. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university to which transfer is desired. A fee of $3 is required for each transcript. Transcripts are released only when all outstanding balances have been paid. Further information about the services provided by the Registrar’s Office can be found on pages 57-58 of this Bulletin.

Transfer within the University

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

Concurrent Enrollment and Transfer of Credit

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

1. Cross-registration
   Full-time students with a 2.0 or better average may register for one course per semester at any of the participating colleges and universities in the 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 dean of the appropriate college, as well as the registrars at the home and host institutions.

2. Study Abroad
   John Carroll University encourages students to study abroad, normally during their junior year. Students are free to choose the country and the university where they wish to study, provided they design a program of study under the direction of their academic advisor, department chair, and the coordinator for Study Abroad. The Boler School offers a program of courses in London, England, each spring semester. This program is designed specifically for sophomores who intend to major in one of the programs offered by the Boler School. A limited number of students are accepted into this program during the fall semester preceding the
Academic Policies and Procedures

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

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

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

3. Washington Internships

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

4. Courses at other accredited institutions

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

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

No more than two special designations (D, S, R, W) may be transferred in to fulfill Core requirements.
Dr. George B. Bilgere, Associate Professor of English
Recipient of 2008 Distinguished Faculty Award
Department and Course Codes

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

Numbering indicates the level of the material covered in courses:
100-199 Introductory courses

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

200-299 Lower-division courses
300-399 Upper-division courses open to undergraduate students
400-499 Advanced courses open to both undergraduate and graduate students
500-599 Graduate courses open only to graduate students 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 and Course Codes

<table>
<thead>
<tr>
<th>Department</th>
<th>Code</th>
<th>Program</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>AC</td>
<td>Greek</td>
<td>GK</td>
</tr>
<tr>
<td>Art History and Humanities</td>
<td>AH</td>
<td>History</td>
<td>HS</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>AR</td>
<td>Honors Program</td>
<td>HP</td>
</tr>
<tr>
<td>Biology</td>
<td>BL</td>
<td>International Cultures</td>
<td>IC</td>
</tr>
<tr>
<td>Business Information Systems</td>
<td>BI</td>
<td>Italian</td>
<td>IT</td>
</tr>
<tr>
<td>Business Logistics</td>
<td>LG</td>
<td>Japanese</td>
<td>JP</td>
</tr>
<tr>
<td>Career Education</td>
<td>CE</td>
<td>Latin</td>
<td>LT</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CH</td>
<td>Management</td>
<td>MN</td>
</tr>
<tr>
<td>Chinese</td>
<td>CN</td>
<td>Marketing</td>
<td>MK</td>
</tr>
<tr>
<td>Classics</td>
<td>CL</td>
<td>Mathematics</td>
<td>MT</td>
</tr>
<tr>
<td>Communication and Theatre Arts</td>
<td>CO</td>
<td>Military Science</td>
<td>MS</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CS</td>
<td>Modern Languages</td>
<td>ML</td>
</tr>
<tr>
<td>Economics</td>
<td>EC</td>
<td>Philosophy</td>
<td>PL</td>
</tr>
<tr>
<td>Education and Allied Studies</td>
<td>ED</td>
<td>Physical Education</td>
<td>PE</td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>EP</td>
<td>Physics</td>
<td>PH</td>
</tr>
<tr>
<td>English</td>
<td>EN</td>
<td>Political Science</td>
<td>PO</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>ER</td>
<td>Psychology</td>
<td>PS</td>
</tr>
<tr>
<td>Finance</td>
<td>FN</td>
<td>Religious Studies</td>
<td>RL</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>FA</td>
<td>Russian</td>
<td>RS</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>FY SEM</td>
<td>Slovak</td>
<td>SL</td>
</tr>
<tr>
<td>French</td>
<td>FR</td>
<td>Sociology</td>
<td>SC</td>
</tr>
<tr>
<td>German</td>
<td>GR</td>
<td>Spanish</td>
<td>SP</td>
</tr>
</tbody>
</table>
Department Chairs

ACCOUNTANCY
Gerald P. Weinstein, Ph.D.

ART HISTORY AND HUMANITIES
Gerald B. Guest, Ph.D.

BIOLOGY
James L. Lissemore, 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
Karen Gygli, Ph.D.

ECONOMICS AND FINANCE
Walter O. Simmons, Ph.D.

EDUCATION AND ALLIED STUDIES
Brendan Foreman, Ph.D.

ENGLISH
Rev. Francis X. Ryan, S.J., D.Phil.

HISTORY
Daniel P. Kilbride, Ph.D.

MANAGEMENT, MARKETING, AND LOGISTICS
Richard T. Grenci, Ph.D.

MATHEMATICS AND COMPUTER SCIENCE
Douglas Norris, Ph.D.

MILITARY SCIENCE
LTC Eric Patterson, M.S.

PHILOSOPHY
Dianna Taylor, Ph.D.

PHYSICS
Anthony Roy Day, Ph.D.

POLITICAL SCIENCE
Dean N. Birch, Ph.D.

PSYCHOLOGY
Janet D. Larsen, Ph.D.

RELIGIOUS STUDIES
John R. Spencer, Ph.D.

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

*Professors:* R. L. Madison, R. Bloom, G. P. Weinstein (Chair), A. L. Nagy; *Associate Professors:* K. Schuele (Dean); *Assistant Professor:* M. Webinger; *Visiting Instructor:* P. Weiss; *Executive-in-Residence:* G. G. Goodrich

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

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

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

Prospective accountancy majors must complete AC 201-202 with a minimum grade of C in AC 202 before being accepted as majors. Furthermore, it is strongly recommended that majors earn at least a C in AC 201, EC 201-202, and EC 208.

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

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

Requirements

**Major in Accountancy:** 66-69 credit hours as described below.

**Business Core:** 39-42 credit hours, including AC 201-202 and MN 463.

**Major Courses:** 27 credit hours, including AC 303, 304, 312, 321, 341, 431, and two electives; MN 464.

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

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

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

Courses and programs for graduate students are published in *The Graduate Studies Bulletin.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>201-202</td>
<td>ACCOUNTING PRINCIPLES 3 cr. each.</td>
<td>3</td>
<td>Prerequisites: BI 107 or competency waiver for Spreadsheet Applications, and sophomore standing. Elements of accounting theory, covering revenues, expenses, assets, and liabilities; account classification; analysis and recording of transactions; sources of accounting data; corporation accounting; theory of accounting valuations; preparation of financial statements; manufacturing cost flows and analysis.</td>
</tr>
<tr>
<td>211</td>
<td>ANALYSIS OF ACCOUNTING INFORMATION 3 cr.</td>
<td>3</td>
<td>Prerequisites: AC 201 and sophomore standing. Terminal course for students desiring a single year of accounting. Emphasis on the user perspective, including the analysis and classification of assets, liabilities, and net worth; measurement of income; preparation and interpretation of financial statements; problems in control of costs; break-even analysis; and return on investment.</td>
</tr>
</tbody>
</table>
303-304. INTERMEDIATE ACCOUNTING 3 cr. each. Prerequisites: for AC 303, minimum grade of C in AC 202; for AC 304, minimum grade of C in AC 303. Advanced problems of corporate accounting; theory and problems of asset and liability valuation, cash flow, and application of funds.

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

312. COST ANALYSIS AND BUDGETARY CONTROL 3 cr. Prerequisite: minimum grade of C in AC 303. 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.

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 departmental 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 reporting of taxpaying entities other than individuals. These include corporations, partnerships, estates and trusts. The course also includes a review of tax research techniques and property transactions.

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

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

483. SEMINAR IN CONTROLLERSHIP 3 cr. Prerequisites: minimum grade of C+ in AC 312 and C in AC 304. Includes advanced topics in managerial accounting not covered in AC 312. Focus is on the role of the controller as the chief financial and managerial accounting officer. The impact of ethics also receives consideration.
Accountancy

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

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

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

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.

Major and Minor Requirements

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

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

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

The Humanities Major and Minor are described on pages 241-242.
Art History and Humanities

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

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

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

Note: AH 101 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 course for all others that provides a firm foundation for further study and familiarity with the methodology of art history.

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

199. 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.

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

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

248. INTRODUCTION TO GRAPHIC DESIGN 3 cr. Prerequisite: AH 101. 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. For elective credit only; not applicable to the Core or the major or minor in Art History or Humanities.

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

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

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

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

303. ITALIAN RENAISSANCE ART 3 cr. Painting, sculpture, and architecture in Italy from the 14th through the 16th 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 17th-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 art in the U.S.—painting, sculpture, and architecture—from earlier colonial times to the contemporary. Emphasis on major contributors, including Copley, Cole, Homer, Eakins, Frank Lloyd Wright, The Eight, members of the Stieglitz and Arensberg circles, the Regionalists, Abstract Expressionists, and the Pop artists.

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.
Art History and Humanities

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 20th 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 20th century, with an emphasis on their cultural and religious contexts. Special emphasis on the stimulus of contacts with China and Korea in the evolution of the visual arts in Japan, including the impact of Buddhism.

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

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

317. GREEK AND ROMAN ART 3 cr. Marble and bronze sculpture, temple architecture, and vase and fresco painting of ancient Greece and 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-12th century to the refined grace of the courtly art of the late 14th century, including stained glass, manuscripts, metalwork, ivories, and enamels.

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

322. ART AND WOMEN IN THE MIDDLE AGES 3 cr. A consideration of the importance of women, both real and imagined, for understanding the art of the Middle Ages. 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.
Art History and Humanities

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

425. IMPRESSIONISM 3 cr. Major artists of the Impressionist movement from the radical style of Manet and the colorful palette of Monet, Renoir, and Degas, to the experimental compositions and techniques of Seurat, 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. Prerequisite: AH 101. Developments in painting, sculpture, and architecture in Rome during the 16th century, focusing on the transition from Mannerism to the Counter-Reformation. Considers major artists and works from the late period of Michelangelo to the arrival of Caravaggio in Rome in 1592, examining them in a broader cultural context from the impact of the Council of Trent to the patronage of popes, cardinals, and princes.

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

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

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

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

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

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

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

First-Year Seminar (FY SEM)

Chair of First-Year Seminar Committee for Fall 2009: Dr. Paul Shick (MT)

FY SEM 3 cr. Introduction to the academic life which focuses on the perennial questions of human experience, utilizes an interdisciplinary approach to those questions, and promotes active learning among both students and faculty. This seminar encourages students to question and clarify their values as they simultaneously develop their oral, written, problem solving, and critical thinking skills. Faculty are drawn from all academic departments. This course is required of all first-year students.

Arts and Sciences (AR)

105. SEMINAR IN ACADEMIC SUCCESS 1 cr. Designed to help students develop an awareness and understanding of techniques and services that should aid in their academic success. The course will meet for seven weeks and cover such topics as time management, stress management, and academic support services.

112. APPLIED STRATEGIC LEARNING 1 cr. Application of principles of cognitive learning theory. Strategic learning strategies used to improve academic performance.
Arts and Sciences, Fine Arts, and First-Year Seminar

121. SURVEY OF HEALTH PROFESSIONS 0-1 cr. Introduces students to the many career options available in healthcare. The class meets once weekly and includes speakers representing various healthcare professions as well as informational lectures and self-assessment in the form of preparing an individual development plan.

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 who have an interest in a medical field receive individually structured, full-time learning experiences and research opportunities during the summer. Participants are required to work Monday through Friday, forty hours per week for each of the nine weeks of the program.

140. PERSPECTIVES ON EFFECTIVE LEADERSHIP 1 cr. Open to students in the Leadership Scholars Program or by permission of chair. Establishes a framework for understanding leaders and leader behavior. In particular, the course explores issues relevant to the psychology of leadership and increases student awareness of the characteristics, attributes, values, communication styles, and problem-solving skills that make effective leadership possible. Students will also evaluate and/or apply leadership concepts from a student and professional perspective.

144. LEADERSHIP AND SOCIAL JUSTICE FIRST-YEAR PRACTICUM 1 cr. Prerequisites: admission to the Leadership and Social Justice Learning Community and first-year standing. Participation in and preparation for the “We the People” project. Pass/fail. Course may be repeated once.

150A. ARRUPE SCHOLARS FOR SOCIAL ACTION ORIENTATION 1 cr. Prerequisites: admission to Arrupe Scholars program and first-year status. Orientation to principles of Arrupe Scholars and John Carroll University. Includes service experience, reflection processes and strategies, and development of e-portfolio.

150B. ARRUPE SCHOLARS FOR SOCIAL ACTION FIRST-YEAR PRACTICUM 1 cr. Prerequisites: admission to Arrupe Scholars program and first-year status. Examination of a social justice issue that leads from service to advocacy.

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

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

198. SPECIAL TOPICS 0 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 118.

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. LEADERSHIP AND SOCIAL JUSTICE LEARNING COMMUNITY SOPHOMORE PRACTICUM EXPERIENCE. 1 cr. Prerequisites: admission to the Leadership and Social Justice Learning Community and sophomore standing. Participation in and preparation for the “We, the People” project. Course may be repeated once.
Arts and Sciences, Fine Arts, and First-Year Seminar

245. LEADERSHIP AND SOCIAL JUSTICE LEARNING COMMUNITY SOPHOMORE PRACTICUM EXPERIENCE 1 cr. Prerequisites: admission to the Leadership and Social Justice Learning Community and sophomore standing. Development of knowledge about social justice issues and leadership skills.

250. ARRUPE SCHOLARS FOR SOCIAL ACTION: SOLIDARITY IN MISSION 1 cr. Prerequisites: admission to Arrupe Scholars program and second-year status. Development of understanding of integration between curricular and co-curricular experience. Students participate in Student Speaker’s Bureau. Continued development of student portfolio.

290. CULTIVATING COMMUNITY 3 cr. A multi-disciplinary course that develops students’ awareness of the human condition. Students then are challenged to engage their community and work for positive change.

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

295. LIFE AT THE POVERTY LINE 3 cr. Seminar-style course that addresses the causal factors linked to prolonged and systemic poverty, as well as the impact of poverty on individuals and institutions; also examines the ideological bases of concepts such as “solidarity with the poor,” “preferential option for the poor,” and distributive justice. Lectures, readings, discussions and films help students analyze domestic and global poverty.

296. IMMERSION EXPERIENCE 1 cr. Faculty-directed/led immersion experience of a minimum of 5 days that requires students to integrate pre-immersion experience readings/academic literature with the immersion experience in a research paper format.

297. CULTIVATING COMMUNITY PRACTICUM 1 cr. Prerequisites: completion of Cultivating Community and instructor permission. Helps students develop research as well as communication skills within the setting of the Cultivating Community course. Students will be expected to enhance skills in leading discussions, presenting academic work in public, conducting independent research, and writing a clear, well-argued essay.

298. IMMERSION TRIP 1 cr. Prerequisite: instructor permission. Fourth-credit option for students participating in immersion experiences linked to an academic course.

300. STUDY ABROAD 1-16 cr. An administrative holding number used to facilitate study-abroad registration at those institutions that participate in a special consortial agreement with John Carroll University. Program described on pages 121-122.

340. EXPERIENCES IN LEADERSHIP AND SOCIETY 1 cr. Open to students in the Leadership Scholars Program or by permission of chair. Includes 3-5 meetings during the semester to discuss leadership concepts and a 6-8 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 themselves for the complex and practical demands of leading others.

344. LEADERSHIP AND SOCIAL JUSTICE LEARNING COMMUNITY JUNIOR PRACTICUM EXPERIENCE 1 cr. Prerequisites: admission to the Leadership and Social Justice Learning Community and junior standing. Participation in and preparation for the “We, the People” project. Pass/fail. Course may be repeated once.
345. LEADERSHIP AND SOCIAL JUSTICE INTERNSHIP 1 cr. Prerequisites: admission to the Leadership and Social Justice Learning Community and junior standing. Internship experience with a non-profit, government agency, or corporation to develop understanding of leadership skills and social justice issues in the community.

350. ARRUPE SCHOLARS FOR SOCIAL ACTION JUNIOR EXPERIENCE 1 cr. Prerequisites: admission to the Arrupe Scholars program and third-year status. Portfolio development; participation in Celebration of Scholarship; and service experience.

399. POVERTY & SOLIDARITY INTERNSHIP 3 cr. Prerequisites: acceptance into the Poverty and Solidarity summer internship program and instructor permission. Internship with a community organization that addresses poverty. Includes a final project under faculty supervision that integrates internship activities, academic work, and personal reflection.

444. LEADERSHIP AND SOCIAL JUSTICE LEARNING COMMUNITY SENIOR PRACTICUM EXPERIENCE 1 cr. Prerequisites: admission to the Leadership and Social Justice Learning Community and senior standing. Participation in and preparation for the “We, the People” project. Pass/fail. Course may be repeated once.

445. LEADERSHIP AND SOCIAL JUSTICE SENIOR CAPSTONE 1 cr. Prerequisites: admission to the Leadership and Social Justice Learning Community and senior standing. Synthesizes students’ learning about leadership and social justice from curricular and co-curricular experiences.

450. ARRUPE SCHOLARS FOR SOCIAL ACTION SENIOR CAPSTONE 1 cr. Prerequisites: admission to Arrupe Scholars program and senior status. Synthesis of students’ experience as Arrupe Scholars for Social Action. Portfolio presentation.

499. SENIOR SEMINAR 3 cr. Program Evaluation and Policy Studies in Africana Studies. Students taking AR 499 will be required to apply their studies to developing a policy paper on an issue relevant to African Diaspora Studies, or African-American Studies. Required of all Africana Students planning to complete the concentration.

Fine Arts (FA)

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

Music performance courses require participation and training in vocal groups, band, or other ensemble activities within the University. Performance ensembles at John Carroll are open to all who are interested in choral and band experiences. Some groups require an audition before admittance. Students may choose to receive elective credit per semester (up to a maximum of 4 credits) for participation in one of the choirs, or join the choirs or bands on a voluntary, non-credit basis.

Choral Ensembles

109C. CECILIA SINGERS 1 cr. A women’s vocal ensemble that explores, prepares, and performs a variety of repertoire from sacred and secular genres. The choir performs at concerts both on and off campus. Audition required.

109D. UNIVERSITY SCHOLA CANTORUM 1 cr. A select vocal ensemble that performs sacred and secular literature throughout the academic year. Students will explore, prepare, and perform music literature from a variety of musical periods spanning chant and polyphony through standard sacred repertoire, contemporary sacred and popular tunes, madrigals, a cappella, and vocal jazz. Venues include major concerts and liturgical celebrations on and off
Arts and Sciences, Fine Arts, and First-Year Seminar

campus, such as the Parents’ Weekend Concert and the Christmas Carroll Eve concert as well as special University events throughout the academic year. Audition required.

109E. UNIVERSITY CHAPEL ENSEMBLE 1 cr. A vocal and instrumental ensemble that offers liturgical music for liturgies and prayer services on campus. Students will explore, prepare, and perform sacred and liturgical music literature from a variety of musical periods, focusing on contemporary liturgical and praise songs. The choir rehearses on Sunday at 9 p.m. in the St. Francis Chapel and then performs at the 10 p.m. Mass.

109F. CANTORS AT JCU 0 cr. Vocalists who regularly lead the singing at worship services and liturgies on campus. A primary focus of the ministry of cantor is to proclaim the psalm through song. Audition required.

109G. GOSPEL CHOIR 0 cr. A choral ensemble that offers a wide selection of traditional Gospel, spirituals, and contemporary Gospel praise. Musical performances, including John Carroll’s Martin Luther King Jr. celebration, are held both on and off campus.

109H. UNIVERSITY CHORUS 1 cr. A vocal ensemble open to all students, faculty, staff, administrators and alumni. This performance group will explore, prepare, and perform large-scale choral works. The choir performs at concerts on campus, including the annual sacred music concert held in the spring semester.

109J. CARROLL SINGERS 1 cr. A vocal ensemble that performs a variety of music in the popular venue, along with some sacred works. The group will explore, prepare, and perform music literature from several musical styles. Literature may include Broadway, vocal jazz, popular tunes, and Renaissance music. The choir will sing at concerts, such as the Parents’ Weekend Concert and the Christmas Carroll Eve Concert.

Instrumental Ensembles

110A. JCU PEP BAND 0 cr. An ensemble that enthusiastically supports the Blue Streaks athletic teams and enhances a game’s atmosphere. Musicians of all degrees of experience are welcome.

110B. JCU JAZZ BAND 0 cr. An ensemble that plays an array of classic and contemporary stage band pieces in various styles at concerts on campus and area jazz festivals. Informal audition required.

110C. JCU WIND ENSEMBLE 0 cr. A concert band that begins practice in October in preparation for a holiday concert and resumes rehearsals in the spring for a spring concert. Rehearsals begin when Pep Band rehearsals have ended.

Applied Music

110E. BEGINNING CLASSROOM GUITAR 1 cr. Introduction to various guitar styles; emphasis on reading music and guitar technique. Basic music theory.

110F. INTERMEDIATE CLASSROOM GUITAR 1 cr. Analysis of guitar styles focusing on folk and flamenco. Music theory.

110G. ADVANCED CLASSROOM GUITAR 1 cr. Refinement of guitar styles, including classical. Advanced music theory.

110H. ADVANCED BEGINNING CLASSROOM GUITAR 1 cr. Development of various guitar styles; emphasis on reading music and guitar technique. Basic music theory.
Arts and Sciences, Fine Arts, and First-Year Seminar

115. CLASS VOICE 1-2 cr. The art of vocal production with individual attention in a class setting. Fundamentals of singing, including posture, breathing, tone production, diction, and song interpretation. Students are required to give several solo performances in class during the semester.

299. A, B, C. DIRECTED INSTRUMENTAL STUDY 1-3 cr. Advanced students. Individually directed study of an instrument. Requires audition and approval of instructor.

General Music

114. MUSIC APPRECIATION 1-3 cr. Introductory music course designed to enhance the knowledge of music and the art of analytical, perceptive listening. Explores sources and mediums of musical sound, basic elements of music and historical periods of music. Class attendance at local music concerts is required.

199. SPECIAL TOPICS 1-3 cr. Topics in fine arts. Specific topic announced in schedule of classes or may be taken with permission as an individual project under supervision.
Biology (BL)

Professors: C. H. Wideman, J. R. Johansen; Associate Professors: J. L. Lissemore (Chair), G. M. Kinebrew, C. D. Anthony, M. P. Martin, C. A. Shiei; Assistant Professors: R. Drenovsky, E. Johnson; Visiting Assistant Professor: K. Lee, W. Mayer

Major Programs

Students must achieve a minimum 2.5 GPA in BL 155-160 to be considered for formal acceptance into the biology or environmental science majors, or a 2.5 GPA in BL 155-158 and BL 213 for formal acceptance into the cell and molecular biology major. Also required for all three majors are specific courses in chemistry, mathematics, and other subjects. Students should be aware that some post-baccalaureate degree programs require calculus and/or physics for admission. Students should discuss options with their advisors before making course decisions.

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

Through coursework and mentored student research, the 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) develop strong writing skills; 3) provide hands-on experience in biological techniques; and 4) promote 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 internship opportunities prepares our students for future scholarship and social and civic involvement.

The Biology major is intended for students seeking careers in medicine, the allied health professions, research, teaching, and other vocations requiring a broad background in biology and chemistry. This major also prepares students for graduate programs in biology and related disciplines.

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 desiring 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 programs in fields such as cell biology, molecular biology, genetics, microbiology, pharmacology, and biochemistry.
Major and Minor Requirements

**Major in Biology:** 34 credit hours of biology, including at least one 400-level course (excluding BL 478), plus 20-25 credit hours of supporting courses in other departments. Courses are to be chosen with advisor approval and always include applicable laboratory corequisites. CH 431 or 435-436 will be accepted as 4 credits toward the 34 credit-hour requirement. Required courses:

- BL 155, 156, 157, 158, 159, 160; plus at least one course from each of the following areas:  
  A) **molecule-to-cell:** BL 213, 301, 310, 459, 465, or 470;  
  B) **cell-to-organism:** BL 230 and 231, 254, 308, 350, 410, 420, 450, 471, or 475;  
  C) **organism-to-biosphere:** BL 206, 222, 224, 255, 331, 370, 421, 424, 425, 435, 440, 442, 444, or 447.

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

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

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

**Major in Environmental Science:** 35-38 credit hours of biology, plus 23-28 credit hours of supporting 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, 222, 255, 275, 399, 421, 424, 425, 435, 442, 446, 447.

*Required Support Courses:* CH 141-144 (or 151H, 153); MT 135, 228, PH 101, 101L, 102, 102L; plus one course from: PO 361, 363, SC 290, 380.

*Strongly Recommended:* CH 221-224

**Major in Cell and Molecular Biology:** 27-30 credit hours of biology, plus 36-41 credits of supporting 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, 215 or 470, 301 or 459, 465;  
  plus two courses from: BL 159 and 160, 301, 310, 399, 410, 459, 470, 471, 475.

*Required Support Courses:* CH 141-144, (or 151H, 153), CH 221-224, CH 435-437; MT 135, MT 228, PH 125-126.

**Note:** For students earning a double major in Biology and Cell and Molecular Biology, no more than 25 Biology and Biochemistry credits may be counted toward both majors.

**Comprehensive Examination:** All majors are required to take the Major Field Achievement Test in Biology during their last semester at John Carroll University.
Biology

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 18-19.

Pre-Health Professions Students

Students majoring in biology and cell and molecular biology who are planning to apply to medical school, dental school, or other health-care professional schools 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.

Pre-health professions students are strongly urged to contact the chair of Pre-Health Professions Studies at John Carroll for more information and for assistance in planning their educational programs and applications to professional schools. Students are also advised to consult current publications 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 and optometry.

Pre-Veterinary Students

A list of John Carroll courses required for admission to The Ohio State University College of Veterinary Medicine is available in the Biology Department. A minimum of 80 hours of work with a veterinarian is required by OSU and most schools of veterinary medicine. Pre-vet students should contact the Pre-Health Professions chair during their freshman year for assistance in planning and for information about specific requirements and application procedures.

Doctor of Nursing Program

Biology majors interested in nursing as a career may choose to enter a seven-year 3/4 cooperative program in pre-nursing/nursing and earn the Bachelor of Science degree from John Carroll University and the Doctor of Nursing Practice degree from the Frances Payne Bolton School of Nursing at Case Western Reserve University. Students in this program normally attend John Carroll for three academic years and complete all University core requirements, CH 141-144, CH 241-244, MT 135, MT 228, BL 155-160, BL 230-231, BL 310, and an 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 at the Frances Payne Bolton School of Nursing, the student will be awarded the Bachelor of Science degree with a biology major by John Carroll University. To be eligible for this program students must complete at least 60 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 department chair during the first semester of their sophomore year. A list of suggested courses is available from the department.

**Biology Minor and Interdisciplinary Concentrations**

An optional minor in biology is available to students majoring in any other field.

Biology majors may elect the interdisciplinary concentrations in **neuroscience**, **environmental studies**, or **biochemistry/molecular biology**. 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 the section on “Interdisciplinary Minors and Concentrations” in this *Bulletin* (pages 84-91) 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 Allied Studies by the end of their freshman year for guidance on requirements.

**Additional Information**

To receive a Bachelor of Science degree in biology, transfer students must complete a minimum of 17 credit hours in the department.

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

Dentistry, optometry, osteopathy, doctorate of nursing, and some veterinary medicine programs permit students to enroll prior to completion of the undergraduate degree program. However, some dental schools and doctorate of nursing programs require students to complete an undergraduate degree before completion of the professional school program. Even those professional schools that do not formally require an undergraduate degree tend to give preference to candidates with a bachelor’s degree. In response to this trend John Carroll University has established a Senior Year *In Absentia* Program. The program requires students to complete the major (less two courses), and all cognate and Core Curriculum courses. The total number of hours taken at John Carroll will vary from 92 to 108 depending on the undergraduate major and the professional school requirements. Upon successful completion of the required number of hours, usually at the end of the first year of the professional school curriculum, John Carroll University will accept specified courses for transfer credit upon the presentation of documentation of successful completion. Students are then awarded a John Carroll University bachelor’s degree. This program is available to any student with the
written consent of the dean of John Carroll University’s College of Arts and Sciences; formal admission to the professional school is required.

Graduate Studies in Biology

The department offers a program of studies leading to the degree of Master of Science or Master of Arts. Degree requirements are specified and courses described in The Graduate Studies Bulletin.

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

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

102. SPECIAL TOPICS LECTURE IN BIOLOGY 4 cr. Corequisite: BL 102L. Combined lecture-laboratory course for non-majors. Offered on an irregular basis and based on a topic chosen by the instructor. Must be accompanied by BL 102L. Used primarily for designation of courses transferred in from other universities.

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

103. PLANT SCIENCE 4 cr. No prerequisite; corequisite: BL 103L. Designed for the non-science major. Three hours of lecture per week. Structure and function in unicellular and multicellular plants, and general principles of plant science.

103L. PLANT SCIENCE LABORATORY 0 cr. Corequisite: BL 103. Two hours of laboratory per week.

109. ENVIRONMENTAL BIOLOGY 4 cr. Corequisite: BL 109L. Designed for the non-science major. Three hours of lecture per week. Relationship between human activity and the natural environment; food production, water supplies, air and water pollution, nuclear and non-nuclear energy, hazardous and toxic materials in the environment, and world population growth. Economic implications of, and possible technological solutions to, these problems.

109L. ENVIRONMENTAL BIOLOGY LABORATORY 0 cr. Corequisite: BL 109. Two hours of laboratory per week. Laboratory and field experiences intended to explore the scientific basis of environmental issues of the past, present, and future. A general understanding of the impact of human activity on the world and strategies for managing human activity for the good of the human population and the planet.

111. FUNDAMENTALS OF ECOLOGY 4 cr. Corequisite: BL 111L. Designed for the non-science major. Three hours of lecture per week. Characteristics of natural communities, their structure, distribution, and behavior. Interrelationships of organisms, including humans, within natural ecosystems.
111L. FUNDAMENTALS OF ECOLOGY LABORATORY 0 cr. Corequisite: BL 111. Two hours of laboratory per week. Emphasis on biomes and environmental adaptation, scientific method, and collection of data by observation.


112L. HUMAN BIOLOGY LABORATORY 0 cr. Corequisite: BL 112. Two hours of laboratory per week. Basic human anatomy and physiology in the normal state using model studies, hands-on experimental techniques, and some computer-based laboratory techniques.

115. HUMAN GENETICS AND RACE 4 cr. Corequisite: BL 115L. 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 and chromosomal organization, gene expression, genetic variation, and population genetics and race.

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

155, 156, 159. PRINCIPLES OF BIOLOGY I-II-III 3 cr. each. Designed for the science major. 155 is prerequisite to 156 and 159. Three hours of lecture per week. 155: basic chemical principles; cell structure, organization, metabolism of plants and animals. 156: plant and animal anatomy and physiology. 159: plant and animal biodiversity and evolution.

157, 158, 160. PRINCIPLES OF BIOLOGY LABORATORY I-II-III 1 cr. each. Corequisites: BL 155, 156, and 159. Three hours of laboratory per week. 157: laboratory study of the scientific method as applied to biology; cell division; development; functions of cell membranes and enzymes; reactions and products of photosynthesis. 158: laboratory study of plant and animal physiology. 160: taxonomy of bacteria, algae, protists, fungi, and multicellular plants and animals.


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 155-156. Four hours of lecture per week. Principles of molecular, transmission, quantitative, and population genetics; social and ethical implications of genetics.

215. INTRODUCTION TO BIOTECHNOLOGY 3 cr. 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 mapping, DNA cloning, plasmid 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.
Biology

222. GENERAL ECOLOGY 3 cr. Prerequisites: BL 155-160 or permission of instructor. Three hours of lecture per week. Interactions between plants, animals, and the physical environment. Population ecology, community dynamics, biogeochemical cycles, and biomes.

224. TERRESTRIAL ECOLOGY 3 cr. Prerequisite or corequisite: BL 222, MT 228, BL 224L. 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 4 cr. Prerequisites: BL 155, 156, 157, 158; corequisites: BL 230L, 231L. BL 230 is a prerequisite for BL 231. Three hours of lecture per week. Integrated discussion of human anatomy and physiology. Note: Completion of only BL 230 and 230L means the single semester will not apply or count toward the BL major. Further, completion of this two-semester sequence means students may not enroll in BL 360/360L. This class is not intended for biology majors planning to go to medical school or graduate school.

230L-231L. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY 0 cr. Three hours of lecture and three hours of laboratory per week.

254. DEVELOPMENTAL BIOLOGY 4 cr. Prerequisites: BL 155-156; corequisite: BL 254L. Three hours of lecture per week. Study of sequential events in the development of vertebrates from gametogenesis to the neonate and the mechanisms that underlie those morphogenetic changes.

254L. DEVELOPMENTAL BIOLOGY LABORATORY 0 cr. Corequisite: BL 254. Three hours of laboratory per week.

255. LOCAL SUMMER FLORA 3 cr. Prerequisites: BL 159, 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. Meets 14 hours per week for four weeks.

260. POVERTY AND DISEASE 3 cr. Prerequisites: BL 155-158. Three hours of lecture/discussion per week. Global and US poverty; public health; epidemiology; US 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 research and treatment.

301. INTRODUCTION TO CELL BIOLOGY 3 cr. Prerequisites: BL 155-156. CH 141-144 (or 151, 153) and CH 221-224 are strongly recommended. Three hours of lecture per week. Structure and function of plant and animal cells and their organelles. Emphasis on modern cell biology techniques.

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; likely 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. (This course was formerly listed as BL 250.)

350L. VERTEBRATE ANATOMY LABORATORY 0 cr. Corequisite: BL 350. Six hours of laboratory per week. (This course was formerly listed as BL 250L.)

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

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

370. EVOLUTION 3 cr. Prerequisites: BL 159, 160, 213. Three hours of lecture per week. Introduction to modern evolutionary biology, including evolutionary processes and speciation, character evolution, and macroevolution.

399. SPECIAL PROBLEMS IN BIOLOGY 1-4 cr. Prerequisites: junior status, 3.0 GPA in biology major, and written consent of instructor and chair. Investigation of laboratory or field problems in a specific area of biology under faculty supervision.

405. SCIENTIFIC ILLUSTRATION 3 cr. Prerequisites: BL159/160 and instructor permission; experience in art not required. Single three-hour lecture per week. 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. By the end of the course, students will have developed a concise but comprehensive portfolio showcasing various techniques and graphic styles. An additional fee is required for personal illustration materials. This course does not fulfill the 400-level biology course requirement for biology majors.

410. INFECTION AND IMMUNITY 3 cr. Prerequisite: BL 213. Bacterial and viral pathogens of humans and those aspects of the immune response important in resistance and immunity to infectious diseases.

415. INTRODUCTION TO SYSTEMATIC BIOLOGY 3 cr. Prerequisites: BL 159/160, BL 350 or 370, and instructor permission. Three hours of lecture per week. The scientific discipline that deals with the identification, naming, description, classification, and organization of extant and extinct biological diversity. Includes a discussion of philosophy and practice of methods of reconstructing evolutionary history.

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. Two 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. Four hours of laboratory per week. Three Saturday field trips and one weekend field trip.
Biology

424. AQUATIC RESOURCES 4 cr. Prerequisites: BL 155-160; corequisite: BL 424L. 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 will be studied.

424L. AQUATIC RESOURCES 0 cr. Corequisite: BL 424L. Saturday laboratory consisting of field trips and laboratory analysis of aquatic life.


425L. ICHTHYOLOGY LABORATORY 0 cr. Corequisite: BL 425. Four hours of laboratory per week. Two weekend field trips.

430. MEDICAL PARASITOLOGY 4 cr. Prerequisites: BL 159-160; corequisite: BL 430L. Two hours of lecture per week. Parasitic forms of medical importance will be covered. 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. Laboratory sessions on the diagnostic aspects of parasites and the pathological changes in tissues.

435. PLANT ECOLOGY 3 cr. Prerequisites: BL 155-160. BL 222 strongly recommended. Three hours of lecture per week. Study of the distribution and abundance of plants from organismal, population, and community perspectives. Both seminal and novel research in the discipline emphasized.

435L. PLANT ECOLOGY LABORATORY 0 cr. Corequisite: BL 435. Three 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. Outside readings and papers.

442. ORNITHOLOGY 4 cr. Prerequisites: BL 155-160; corequisite: BL 442L. Three hours of lecture per week. Biology, taxonomy, ecology, and behavior of birds.

442L. ORNITHOLOGY LABORATORY 0 cr. Corequisite: BL 442. Three hours of laboratory per week, plus field trips.

444. ADVANCED ECOLOGY 4 cr. Prerequisites: BL 222, MT 228; corequisite: BL 444L. BL 223 is recommended. Three hours of lecture/discussion per week. Topics include predator-prey interactions, global change, niche theory, competition, null models, and community assembly rules.

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, write-up, 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 447L. Four hours of laboratory per week. Two weekend field trips. Emphasis is on diatoms, but cyanobacteria, green algae, euglenoids, and other indicator taxa will also be examined. Projects included.

450. ORGANOGENESIS 4 cr. Prerequisite: BL 213; corequisite: BL 450L; strongly recommended: BL 254 or 301. Three hours of lecture/discussion per week. Introduction to morphogenetic mechanisms underlying acquisition of embryonic structure. Introduction to the literature of the field and discussion of historical background and current developments.

450L. ORGANOGENESIS LABORATORY 4 cr. Corequisite: BL 450. Three hours of laboratory per week. Introduction to sterile technique, microdissection, tissue culture, and other investigative techniques used in morphogenetic studies and data analysis.

459. MOLECULAR CELL BIOLOGY 3 cr. Prerequisite: BL 213. Three hours of lecture per week. Cell signaling; regulation of the eukaryotic cell cycle, cancer, protein trafficking; cytoskeleton. Emphasis on current primary literature. Presentation of a seminar is required.

465. MOLECULAR GENETICS 3 cr. Prerequisites: BL 213, CH 431 or 435. Three hours of lecture per week. DNA technology; genomics; genome organization; structure, replication, and expression of genetic information in prokaryotes and eukaryotes. Emphasis on current primary literature.

470. MOLECULAR METHODS LABORATORY 3 cr. Prerequisite/corequisite: BL 465 or 565. Eight hours of laboratory per week. Methods used in analysis of proteins and nucleic acids. Students in the Biochemistry/Molecular Biology concentration have priority admission.

471. IMMUNOLOGY 3 cr. Prerequisite: BL 213. Three hours of lecture per week. Concepts of humoral and cell-mediated immunity with strong emphasis on the cellular basis of the immune response. Experimental evidence emphasized.

475. ENDOCRINOLOGY 3 cr. Prerequisite: BL 155-158. Three hours of lecture per week. The endocrine glands, hormones, and their mechanisms of action in mammals.

478. BIOLOGY SEMINAR 1 cr. Current topics presented by invited guests, faculty, and students.

479. SPECIAL TOPICS IN BIOLOGY 1-4 cr. Prerequisites: BL 155-160 and consent of instructor. Offered on an irregular basis; topics chosen by instructor. A lecture/discussion course; may include laboratories or field trips. For student research see BL 399.
Borromeo Institute

Adjunct Associate Professors: T. M. Dragga, D.Min. (President/Rector), A. M. Pilla, M.A., DD (Bishop Emeritus); Adjunct Assistant Professors: C. McElroy, O.F.M. Cap., M.A., C. Engelland, Ph.D., D. Ference, Ph.L.; Adjunct Instructors: J. Loya, A. Sejba, G. Bednar, D. Dunson, R. McCreary, O.F.M. Cap.

Borromeo Seminary, a division of the Center for Pastoral Leadership of the Catholic Diocese of Cleveland, prepares college students seeking the ordained priesthood of the Catholic Church. Its program is designed according to the norms and recommendations of the United States Catholic Conference of Bishops and its Program of Priestly Formation. Students admitted by the diocese to the diocesan program for collegiate seminarians apply for admission to John Carroll University, where they are known as members of the Borromeo Institute.

Borromeo Institute students complete all of the academic requirements of John Carroll University and are expected to fulfill additional course requirements specified by the seminary program.

All members of the institute are required to complete the following courses in philosophy and religious studies. Descriptions of these courses can be found in the sections on the Department of Philosophy and the Department of Religious Studies.

PHILOSOPHY

101. Introduction to Philosophy 3 cr.
240. 17th and 18th-Century European Philosophy 3 cr.
250. Continental Philosophy 3 cr.
301. Introduction to Logic 3 cr.
304. Philosophy of the Human Person 3 cr.
308. Philosophy of God 3 cr.
368. Ethical Theory 3 cr.
387. Philosophy of Nature 3 cr.
395. Metaphysics 3 cr.
396. Theories of Knowledge 3 cr.

RELIGIOUS STUDIES

101. Introduction to Religious Studies 3 cr.
238. Catechism of the Catholic Church 3 cr.
368. Christian Social Justice 3 cr.
376. The Franciscan Movement 3 cr.
496. Borromeo Senior Seminar 3 cr.
Business Information Systems (BI)

Professors: W. N. Bokanic, C. A. Watts; Associate Professors: M. D. Treleven, M. P. Lynn, R. T. Grenci (Chair), B. Z. Hull; Instructor: R. D. Blamer

This major is designed for students who wish to begin their careers in the broadly defined area of business information systems. This area includes responsibilities such as:

- Risk Consulting
- Process Analysis
- Operations Planning
- Project Management
- Technology Auditing
- Technical/User Support
- Enterprise Applications
- Client-Based Engagements
- Web/E-commerce Solutions
- System Analysis and Design

In today’s Internet-enabled business environment, increased competition, globalization, customer expectations, and technology advancement have combined to produce a powerful effect on the process of delivering goods and services to the marketplace. Increasingly, businesses see themselves as a collection of processes supported and driven by information systems and technologies. In order to succeed in this dynamic and integrated environment, systems analysts and consultants must be able to understand business decisions as well as technology decisions.

The objective of the Business Information Systems (BIS) faculty is to develop students’ managerial, analytical, and technical skills, enabling them to become successful business systems analysts and consultants, and tomorrow’s leaders in their chosen fields. BIS majors will be ideally suited to capitalize on this integrated approach to business. They will be active learners knowledgeable about current technology and capable of high performance with the goals of supporting tasks related to:

- Developing technology-related business solutions for users and clients.
- Modeling and analyzing data for better functional decision-making.
- Enhancing business processes and performance using technology.
- Managing the integrated flow of materials and information.

The majority of BIS majors are likely to enter the business world as analysts or change agents. They will be able to interact with technology in significant ways to solve organizational problems. Listed below are some examples of the context-specific jobs in which the technology management role might be filled by a BIS major:

- Interacting with clients/users as a risk consultant or technology auditor.
- Analyzing or managing technical operations for a manufacturer.
- Providing technical support for a large-scale retailer and/or distributor.
- Implementing or managing technology that supports banking operations.
- Developing web/e-commerce solutions for small/medium-sized businesses.
Business Information Systems

As listed above, BIS majors are also likely to be employed in staff support or consulting jobs. Companies are increasingly out-sourcing many of their needs, including technology-related projects, to consulting agencies. Perhaps more than any other organization, systems consulting firms look for employees who understand not only the application and management of information technologies, but also the business processes and operations that are supported by those technologies.

Requirements

Major in Business Information Systems: A total of 61-67 credit hours as described below.

Business Core: 39-42 credit hours, including MN 461 and recommending AC 202.

Major Courses: 22-25 credit hours. BI 341, BI 352, BI 371, BI 383; and at least 10 credit hours of elective course work as indicated below.

For a Systems Analysis emphasis, required courses include CS 128/128L, and two of the following: BI 407, BI 451, BI 498 (with department approval), CS 228, CS 230, AC 341, or AC 431.

For a Business Analysis emphasis, required courses include any four of the following: BI 381, BI 382, BI 406, BI 407, BI 451, BI 498 (with department approval), CS 128/128L, LG 328, LG 440, MK 308, MK 310, MK 402, MK 470, MN 463, or MN 480.

107. SPREADSHEET APPLICATIONS 1 cr. (1st five weeks of term) Overview of spreadsheet analysis, with students learning and/or reinforcing spreadsheet software skills.

108. DATABASE APPLICATIONS 1 cr. (2nd 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, with students learning and/or reinforcing, e.g., presentation graphics software skills, advanced word processing features, web authoring.

200. MANAGEMENT INFORMATION SYSTEMS 3 cr. Prerequisite: BI 106 or 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 provide practical experience, complementing the conceptual approach.

326. OPERATIONS MANAGEMENT 3 cr. Prerequisite: EC 205 or EC 208L 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. FUNDAMENTALS OF DATABASE DESIGN 3 cr. Prerequisite/corequisite: BI 200 or BI 300. Practical approach to designing business databases. Topics include normalization,
Business Information Systems

design methodology, data modeling, interface design, structured query language, and database
management/administration. Software utilized includes a relational database management
system and other software tools.

352. ENTERPRISE SOFTWARE WITH SAP 3 cr. Prerequisite: BI 200 or BI 300.
Introduction to enterprise software using the SAP system. Develops basic familiarity with the
SAP system from user, administrative, and technical perspectives. Topics include user skills,
business processes, modules, queries, reports, configuration, security, and administration.

371. MANAGEMENT SCIENCE 3 cr. Prerequisite: EC 205 or EC 208L 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.

381. MATERIALS AND INVENTORY MANAGEMENT 3 cr. Prerequisite: BI 326.
Purchasing, sourcing, price analysis, and inventory models in deterministic and probabilistic
situations, material requirements planning, just-in-time system, material handling and
transportation, and material management information system.

382. QUALITY MANAGEMENT 3 cr. Prerequisite: BI 326. Managerial and statistical
aspects of quality from a total systems point of view. Key issues of quality management,
including quality planning, quality costing, quality improvement, vendor and customer
relations, measurement, process control, and acceptance sampling.

383. PROJECT MANAGEMENT 3 cr. Prerequisites: BI 200 or BI 300; 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 departmental courses. Specific topic, method of presentation, and student requirements
will be designated by the seminar leader.

407. SEMINAR IN INFORMATION SYSTEMS 3 cr. Prerequisite: BI 200. Study of
contemporary issues in management information systems not covered in depth in other
departmental courses. Specific topic, method of presentation, and student requirements
will be designated by the seminar leader.

451. SYSTEMS ANALYSIS AND DESIGN 3 cr. Prerequisites: BI 200. Development of
information systems in organizations, including the systems development life cycle and
prototyping strategies. Focus on the analysis and design activities of the systems development
process; introduction to system implementation and maintenance issues. Group projects
provide practical experience, complementing the conceptual approach.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: 3.0 average in Business Information
Systems, consent of chair and faculty member. Designed for the student who wants to
undertake a research project supervised by a faculty member. Student selects an aspect of
management, establishes goals, develops a plan of study, and seeks out a full-time faculty
member of the department willing to act as advisor. Plan of study must be approved by the
chair and filed with the dean’s office. Consult the chair for the departmental guidelines
established for such study.
Business Logistics (LG)

Professor:  P. R. Murphy, Jr.; 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, traffic and transportation, warehousing operations, consulting, third-party logistics, and customer service. Summer and part-time work is usually available. These opportunities provide the student with valuable practical experience in logistics.

Requirements

Major in Business Logistics:  A total of 60-63 credit hours as described below.

Business Core:  39-42 credit hours, including MN 461.

Major Courses:  21 credit hours.  MK 308 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.
**Business Logistics**

**328. BUSINESS LOGISTICS 3 cr.** Prerequisites: EC 201-202 or consent of instructor. Analysis of business logistics functions such as transportation, warehousing, inventory management, ordering, and customer satisfaction, with emphasis on interactions between these functions. Focus on problem solving with analytic tools.

**350. FUNDAMENTALS OF TRANSPORTATION 3 cr.** Prerequisites: EC 201-202 or consent 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. Investigates the design and implementation of supply chains to maximize their efficiency. Focus on the analysis and design activities of the supply chain development process and introduction to system implementation and maintenance issues.

**498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: 3.0 average in business logistics; consent of chair and faculty member. Research project supervised by a full-time faculty member of the Department of Management, Marketing, and Logistics willing to act as advisor. The student selects an aspect of supply chain management, establishes goals, and develops a plan of study. The plan must be approved by the chair and filed with the dean’s office. Consult the chair for the departmental guidelines established for such study.
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.

101. INTRODUCTION TO CAREERS 1 cr. Examination of self in relation to the world of work in terms of values, skills, and interests. Exploration of occupational paths for all majors, examination of employer-employee expectations, introduction to job search strategies, preparation of resumes, development of interviewing skills, introduction to the benefits of career experience opportunities. Not available to students with credit in CE 111.

102. INTERNSHIP EXPERIENCE I 1 cr. Prerequisite: approval of Career Center. Practical work experience in a job related to the student’s academic and career goals. Credit not awarded retroactively. Qualifying work experiences may be paid or unpaid.

103. INTERNSHIP EXPERIENCE II 1 cr. Prerequisite: approval of Career Center. Work experience with increased responsibility for previous or new employer. Credit not awarded retroactively. Qualifying work experiences may be paid or unpaid.

104. INTERNSHIP EXPERIENCE III 1 cr. Prerequisite: approval of Career Center. Work experience with increased responsibility for previous or new employer. Credit not awarded retroactively. Qualifying work experiences may be paid or unpaid.

111. EXPLORING YOUR OPTIONS 1 cr. Self-assessment and academic options explored, with major/career selection as focus. Students undecided on a major and/or career field will explore their interests, values, personality, and skills in relation to their 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: 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. INTRO TO CAREERS IN PSYCHOLOGY 1 cr. Intended for sophomores and juniors who are considering a major in psychology, or those that are already psychology majors. 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 preparing for the transition from college to career after graduation. Topics include the philosophy of work, job search strategies and skills, options for gaining work experience prior to graduation, negotiating job offers, and financial planning for the new graduate. Students will evaluate their marketable skills and experience, conduct research on a career field, interview a professional in their chosen field, and participate in a mock interview or career advising session.

199. INTERNSHIP EXPERIENCE-NONCREDIT TRANSCRIPT NOTATION 0 cr. Prerequisite: approval of Career Center. Practical work experience in a job related to the student’s academic and career goals. Qualifying work experiences may be paid or unpaid. Experience will be listed on transcript; no academic credit is awarded.
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 major programs leading to a Bachelor of Science degree 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 majors 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.

Major Programs

The **Comprehensive Chemistry major** 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 the program for the comprehensive major in chemistry have satisfied the minimum requirements specified by the Committee on Professional Training of the American Chemical Society. These students will be certified to the society by the department.

The **Biochemistry major** is intended for students who wish to use the undergraduate major in chemistry as preparation for further study and/or employment in medicine, dentistry, or any of the other life sciences: 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 Chemistry major** is available to students who desire a systematic training in chemistry as background for a career in other related fields, such as business, 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 Allied Studies during freshman year.) (The description of the major continues on page 161.)

<table>
<thead>
<tr>
<th>Major and Minor Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Chemistry Major:</strong> 40-50 credit hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 265, 365, 366, 367, 368, 431, 441, 443, 478A, 478B, 481, 482, plus a minimum of six credits of upper-division electives, at least one of which is laboratory-based. CH 399 is strongly encouraged.</td>
</tr>
<tr>
<td><strong>Required Support Courses:</strong> 28 hours. MT 135, 136, 233; PH 215, 215L, 216, 216L, and 246 or 325; EP 217. Pre-chemical engineering students should take PH 246. CS 201 is strongly encouraged.</td>
</tr>
<tr>
<td><strong>Biochemistry Major:</strong> 40-50 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 361 (or 365-366), 367, 435, 436, 437, 478A, 478B; BL 155-156, 157-158; MT 135, 136 or, by permission, 228; PH 125, 125L, 126, 126L (or PH 215, 215L, 216, 216L).</td>
</tr>
<tr>
<td>Students will take 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.</td>
</tr>
<tr>
<td>Upper-division biology electives may be selected from BL 213, 250, 250L, 254-254L, 301, 308-308L, 310-310L, 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.</td>
</tr>
<tr>
<td><strong>General Major:</strong> 31-36 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 361 (or 365-366), 367, 441, 443, 478A, 478B, and two upper-division electives. CH 399 is strongly encouraged.</td>
</tr>
<tr>
<td><strong>Required Support Courses for General Majors and Minors:</strong> 14-16 hours. PH 125, 125L, 126, 126L (or PH 215, 215L, 216, 216L); MT 135, 136 or, by permission, 228.</td>
</tr>
<tr>
<td><strong>Minor in Chemistry:</strong> 27 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263, 361 (or 365-366), 367.</td>
</tr>
<tr>
<td><strong>Required Support Courses:</strong> as listed above.</td>
</tr>
<tr>
<td><strong>Concentration in Chemistry:</strong> 22 hours. CH 141, 142, 143, 144 (or 151, 153), 221, 222, 223, 224, 261, 263.</td>
</tr>
</tbody>
</table>

160
A general chemistry major combined with a minor in business (see pages 81-82) 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. Interested students should consult with their advisor early in their freshman or sophomore year.

A general chemistry major combined with the criminology sequence in sociology (see page 317) 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 program, must make a formal application to the department to be accepted as majors. Applicants with a minimum GPA of 2.5 in the chemistry core sequence CH 141, 142, 143, 144 (or 151, 513), and 221, 223 may be accepted unconditionally as chemistry majors. A minimum GPA of 2.0 in the support courses is also required. A student who does not meet the above criteria, but who does have a minimum GPA of 2.25 in the entire chemistry core sequence, will be considered for a conditional acceptance as a chemistry major.

All chemistry majors, regardless of program, must maintain a GPA of 2.0 in the chemistry courses and in the required sequence of support courses.

Interdisciplinary Concentrations

The department collaborates in the interdisciplinary concentrations in biochemistry/molecular biology (BCMB), environmental studies, and neuroscience. These programs are described in the section on “Interdisciplinary Minors and Concentrations” (pages 84-91).

Those who participate in the neuroscience concentration should complete the biochemistry program with 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 104).

2. They may complete the B.S. in chemistry (ordinarily as a comprehensive major) and then enter an engineering school for a further degree. This would typically entail 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. For a general discussion of these Career Education courses, see pages 54-55 of this Bulletin.

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 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.

A non-degree certificate program is also available for students who desire a solid chemistry background without a full degree (typically post-baccalaureate students). See page 77.

No changes in, substitutions for, or exceptions to the above requirements will be permitted without prior, written authorization of the department chair and the approval of the appropriate dean by academic petition.
103. ENVIRONMENTAL CHEMISTRY 3 cr. Corequisite: CH 103L. Application of chemical principles to environmental and ecological problems.

103L. ENVIRONMENTAL CHEMISTRY LABORATORY 1 cr. Corequisite: CH 103. Two hours of laboratory per week. Laboratory experience in specific environmental problems.

105. CHEMISTRY IN SOCIETY 3 cr. Corequisite: CH 105L. Basis of science literacy which enables non-science students to make better informed decisions on issues relating to science and technology. Ethical issues, air and water quality, stratospheric ozone depletion, global warming, energy sources and use, 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. Stoichiometry, thermochemistry, states of matter, atomic structure, chemical bonding, oxidation-reduction, acid-base, solutions. Homogeneous and heterogeneous equilibria, 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: chair’s approval; corequisite: CH 153. Introductory chemistry for the well-prepared student. Topics include atomic structure, chemical bonding, molecular structure, acid-base theories, solutions, thermodynamics, kinetics, equilibria, electrochemistry, coordination chemistry.

153. CHEMICAL PRINCIPLES LABORATORY 1 cr. Prerequisite: chair’s approval; corequisite: CH 151. Three hours of laboratory per week. Review of basic laboratory techniques. Experiments illustrating principles developed in the corequisite lecture course.

221-222. ORGANIC CHEMISTRY I-II 3 cr. each. Prerequisites: CH 141-144 (or 151, 153). Theoretical and descriptive treatment of the structure and reactions of the more representative classes of aliphatic and aromatic organic compounds. Aliphatic, alicyclic, and aromatic hydrocarbons, stereochemistry, carbocation theory, electrophilic substitution reactions, functional derivatives of aliphatic and aromatic hydrocarbons, carbanion theory, nucleophilic displacement, elimination reactions, and spectroscopic analysis.

223-224. ORGANIC CHEMISTRY LABORATORY I-II 1 cr. each. Corequisites: CH 221-222. Four hours of laboratory per week. Laboratory experiments to illustrate the behavior of important classes and reaction types.

261. ANALYTICAL CHEMISTRY 3 cr. Prerequisites: CH 141-144 (or 151, 153); corequisite: CH 263. Three hours of lecture per week. Overview of chemical analysis; introductory statistics; equilibria; redox chemistry; and basic principles of modern electrochemical, spectroscopic, and chromatographic analysis; sampling; and sample preparation.

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. Registration requires 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; 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; prerequisites/corequisites: MT 136; PH 125, 125L, or 215, 215L. Kinetic molecular theory and the properties of gases, thermodynamics, thermodynamic properties of solutions, kinetics.

366. PHYSICAL CHEMISTRY II 3 cr. Prerequisite: CH 365. Prerequisites/corequisites: PH 126, 126L, or 216, 216L. 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 1-3 cr. Registration requires 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. Course 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 4 cr. Prerequisites: CH 221, 224; BL 155, 156 strongly recommended. Structure/function of proteins, nucleic acids, lipids, biomembranes, and carbohydrates. Enzyme catalysis, coenzymes, regulation of proteins, DNA binding proteins, molecular genetics (introduction), laboratory methods, and signal transduction. Note: See listing under Biology for BL 465, a separate course focusing on the biochemistry/molecular biology of gene expression.


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. This course is highly recommended for students interested in pursuing a career in chemical research.

443. INSTRUMENTAL ANALYSIS LABORATORY 2 cr. Prerequisite: CH 263; corequisite: CH 441. Four hours of laboratory per week. Practice in instrumental analysis and experimental design, reflecting quantitative determinations and qualitative characterization of substances. Experiments are designed to illustrate principles discussed in CH 441.

470. MOLECULAR METHODS LABORATORY 3 cr. Prerequisites: CH 435, 437; prerequisite/corequisite: BL 465; BL 310 recommended. Eight hours of laboratory per week. Methods used in analysis of proteins and nucleic acids. Students in the biochemistry/molecular biology concentration have priority for admission to this course.

478. CHEMISTRY SEMINAR 0 cr. Prerequisites: CH 221-224. All chemistry majors are required to complete satisfactorily two semesters of CH 478. Meets one hour per week. Attendance at eight seminars per semester constitutes completion of this requirement. Offers the opportunity to learn about the frontiers of chemistry. Guest speakers from industry, government, and academia, including John Carroll faculty and students. Graded SA/FA.

481. INORGANIC CHEMISTRY 3 cr. Prerequisite: CH 361 or 365. Principles correlating the chemistry of the elements and their compounds. Atomic structure, chemical periodicity, chemical bonding, inorganic stereochemistry, acids and bases, electromotive force, group theory, symmetry, coordination compounds, and nonaqueous systems.

482. INORGANIC CHEMISTRY LABORATORY 1 cr. Prerequisite: CH 367. Four hours of laboratory per week. Laboratory syntheses and analyses to illustrate the chemistry of the elements and their compounds.

495. SPECIAL TOPICS IN CHEMISTRY 1-3 cr. Subject matter not covered by established courses but of interest to faculty member involved. Topic announced in course schedule.

498. INDEPENDENT STUDY 1-3 cr. Independent study under the supervision of a faculty member. Requires approval of the faculty member and permission of the department chair.
Chinese (CN)

Instructor: M. Chai

The study of the Chinese language helps develop skills in listening, speaking, reading, and writing. Courses in Chinese explore another side of the world; uncover the splendid culture of China, Hong Kong, and Taiwan; nourish hidden wisdom from Confucianism to Daoism; and savor the art of Chinese calligraphy.

The University Core Curriculum and Foreign Language:

- Two semesters of a foreign language are a required part of the humanities and liberal arts Core curriculum at John Carroll University.
- Chinese is currently spoken by nearly one-fifth of the world’s population. Chinese speakers can be found in Mainland China, Taiwan, and Chinese communities throughout Southeast Asia, North and South America, and Europe. Since China is one of the five permanent members of the United Nations Security Council, Chinese is also an official U.N. language.

Cultural Knowledge

- Learning Chinese opens up a unique window into one of the world’s most ancient civilizations. In studying the Chinese language, you learn about Chinese history, cultural values, philosophical and religious beliefs, and aesthetic traditions. The more proficient you become, the more you will be able to appreciate and understand China’s past and present.

101. BEGINNING CHINESE 1 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multi-media, computer-assisted instruction. (Fall)

102. BEGINNING CHINESE II 3 cr. Prerequisite: CN 101 or equivalent. Amplification of language skills in a cultural context. (Spring)

191-192. BEGINNING SUPERVISED STUDY 3 cr. each. Supervised independent study of Chinese at the beginning level.

199. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

201-202. INTERMEDIATE CHINESE II 3 cr. each. Prerequisite: CN 102 or equivalent. Further development of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. CN 201 or equivalent prerequisite for CN 202. (Fall-201, Spring-202)

291-292. INTERMEDIATE SUPERVISED STUDY 1-3 cr. each. Supervised independent study of Chinese at the intermediate level.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

398. SUPERVISED STUDY 3 cr. Supervised independent study. Permission of instructor.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
Classical and Modern Languages and Cultures (CMLC)


Studying other cultures and their languages is fundamental to a true liberal arts education. It enables students to appreciate the complexity of the world and provides them with the necessary tools to meet the challenges of an increasingly multicultural society. Skills developed in the study of language transfer readily to:

- Personal growth in the development of cultural literacy, through exposure to important works of international literature and cinema, along with respect for cultural diversity and a deeper understanding of one’s own culture in a global setting.
- Academic skills of critical analysis, effective communication, organization of ideas and cogent arguments, the conduct and presentation of independent research, and engagement with international politics and events.
- Success for students in other disciplines seeking admission to graduate programs that require a reading knowledge of a foreign language.
- Careers such as teaching, translation, the tourism and hospitality industries, international business, foreign service, U.N. organizations, law, publishing and journalism, business and finance, educational administration, health and social services, advertising, sales, and consulting.

The Classical and Modern Languages and Cultures Department offers majors and minors in Classical Languages (Latin, Ancient Greek), Classical Studies, French, German, and Spanish.

Courses are also available in Arabic, Chinese, Italian, Japanese, Russian, Slovak, and International Cultures. These programs are individually listed in the Bulletin.

Interdisciplinary minors and concentrations include East Asian Studies (p. 84), International Business (p. 88), International Economics and Modern Language (p. 88), Italian Studies (p. 89), Latin American and Latino Studies (p. 89), and Modern European Studies (p. 85).

Core Courses and the Language Requirement

The Division I Core requirement in languages (6 credits) is met with two sequential courses in the same language. Students may begin a new language or continue a language at their entry level of competence, as determined by placement examination.
Division II Core requirements and special designations (R/S/D/W/L) may be met with approved literature or culture courses taught in the department, offered either in the original language or in English (CL for classical studies and IC for modern languages).

**Major and Minor Requirements***

**CLASSICS**

**Major in Classics:** 33 credit hours.

**Classical Languages track:** Nine courses in GK and/or LT at any level, including LT/GK 301, 490, 491, and one other 300-level language course; CL 301 or 302; and another CL course. A comprehensive exam is required.

**Classical Studies track:** Six 3-credit courses in GK and/or LT at any level, plus CL 220; two of the following: CL 301, CL 302, AH 317, or another approved CL, HS, or AH course; two of the following: PL 210, RL 205, or another approved PL or RL course. At least nine credits must be at the 300 level or above.

**MODERN LANGUAGES**

**Major in French:** 36 credit hours, including FR 315, 325, and 326.

**French track:** May include one course (3 credit hours) with French or Francophone content from International Cultures (IC) or approved cognate areas. A comprehensive examination is required.

**French Studies track:** May include up to 4 courses (12 credit hours) with French or Francophone content from International Cultures (IC) or approved cognate areas. A comprehensive examination is required.

**Major in German:** 34-36 credit hours, as follows: GR 101-102, 201-202, 301-302, and at least two additional GR courses at the 300 level or higher. An experiential learning component: GR 275, 396 or 496. Two courses at the 200-level or above in a cognate area (history, political science, philosophy). One IC or ML course. Details on page 224.

**Major in Spanish:** 36 credit hours, as follows: SP 201-202 and/or 301-302; 311 or 314; 315; 321; 325-326 or 327-328. Five additional upper-division courses, two of which must be 400-level literature courses; one of the remaining three may be an IC or ML 308. A comprehensive exam is required. Details on page 315.

*ML 308 (Teaching Languages) is recommended for majors seeking licensure in secondary education.

**Minors in French, German, or Spanish:** 21 hours, beginning at any level.

**Minor in Greek or Latin:** 18 hours in GK or LT at any level; two CL courses may be substituted.

**Minor in Classical Studies:** 18 hours; two GK or LT courses may be substituted.
Study Abroad

The department participates in the following semester or year-long programs abroad:

- Chinese: Beijing (Jesuit Center)
- German: Universität Dortmund, Germany (exchange program)
- 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); Monterrey (Mexico)

The following short programs are also sponsored by the department:

- French: France (spring break)
- Italian: Italy (spring break and summer institute)
- Japanese: Japan (3-week summer study-tour; every other year)

With advisors’ permission, arrangements are made individually with the department chair and the Center for Global Education. Students studying abroad will normally be 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 400 level, upon return from abroad. The department may require more than 6 semester hours of credit in the case of obvious deficiencies.

Teaching Licensure

Students seeking licensure for teaching are reminded that the equivalent of 30-48 semester hours of credit is required for a Multi-Age teaching licensure in Latin or a modern language. They are strongly advised to take ML 308 (Teaching Languages), described on page 270.
Classics (CL)

Professor: T. R. Nevin;  Associate Professor: G. Compton-Engle

Courses in classical studies are offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department, see page 167.) 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 250; for courses in Greek, see page 227.

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 which comes from learning how to think and express oneself in another language, but also can be a great aid to building vocabulary and language skills in English. Majors in classical languages have gone on to successful careers in such diverse areas as teaching, law, banking, library science, diplomatic service, and business.

Students of almost any major may earn the Bachelor of Arts in classics (B.A.Cl.) by completing four Latin courses beginning at the 200 level.

Students seeking licensure for secondary school teaching should consider the possibility of using electives so as to become licensed in a second field. Students are reminded that the equivalent of at least 30 semester hours of credit in Latin or Greek is required for teaching licensure.

Any single language course may be taken as an elective and count toward graduation. Two courses in language skills are needed for fulfillment of the language Core requirement.

Courses with the CL designation are offered in English for students with an interest in classical culture but no knowledge of Greek or Latin. These courses also may be used for Core culture. There are no prerequisites for any CL course. All CL courses are taught in English.

The department also offers a track in classical languages for the Master of Arts degree in humanities. Degree requirements and course descriptions are published in The Graduate Studies Bulletin.
Major and Minor Requirements

**Major in Classics:** 33 credit hours.

**Classical Languages track:** Nine 3-credit courses in GK and/or LT at any level, including LT/GK 301, 490, 491, and one other 300-level language course; CL 301 or 302; and another CL course. A comprehensive examination is required.

**Classical Studies track:** Six 3-credit courses in GK and/or LT at any level, plus CL 220; two of the following: CL 301, CL 302, AH 317, or another approved CL, HS, or AH course; two of the following: PL 210, RL 205, or another approved PL or RL course. At least 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.

191-192. BEGINNING SUPERVISED STUDY 3 cr. each. Supervised independent study at the beginning level.

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.

210. WORD POWER THROUGH THE CLASSICS 3 cr. Focus on the Greek and Latin roots of the English language. Special emphasis on legal, medical, and scientific terminology.

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.

230. HISTORY OF ANCIENT GREEK PHILOSOPHY (PL 210) 3 cr. Ancient Greek philosophical thought, with major emphasis on the works of Plato and Aristotle.

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.

260. CLASSICAL SATIRE IN ENGLISH 3 cr. Readings from such authors as Horace, Juvenal, Persius, and Petronius, who cast a critical eye on Rome and its vices.
Classics

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.

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each. Supervised independent study.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

301. ANCIENT GREEK HISTORY 3 cr. Greek history from the Minoan period through the zenith of Athenian democracy, to the conquests of Alexander and eventual incorporation into the Roman empire. Special emphasis on Greek cultural achievements.

302. ROMAN HISTORY 3 cr. History of Rome from its humble beginning, through the Roman Republic, to the creation and collapse of the Roman empire. Attention paid to all aspects of Roman life, from family and social structure to political institutions.

303. PHILOSOPHY OF LANGUAGE (PL 303) 3 cr. Implications of linguistic experience beginning with a survey of the main historical approaches to the meaning of language. Consideration of special problems such as sense and reference; thought and language; sign, symbol, and metaphor; linguistics and logic.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
The Tim Russert Department of Communication and Theatre Arts (CO)

Professors: J. B. Miller, J. J. Schmidt, M. E. Beadle, A. R. Stephenson; Associate Professors: D. R. Bruce, B. G. Brossmann, K. L. Gygli (Chair), M. O. Finucane, R. D. Hendrickson; Assistant Professor: S. C. Van Slette; Instructor: C. Buchanan; Visiting Instructors: N. J. Kiefer, S. Stashower

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, public relations, theatre, and multimedia channels (e.g., 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 and a minor, the department offers a concentration in political communication and is part of the concentrations offered in environmental studies and perspectives in sex and gender.

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, public relations and advertising, sales and promotions, marketing and management, and education; and with foundations and non-profit 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 100 is required of all students for graduation. Students with a year or more of high school speech may test out of CO 100 by passing both a written examination and an oral presentation.
Major and Minor Requirements

Major in Communication and Theatre Arts: 39 credit hours.
CO 200, 201, 220, 225, 245, 280.
One course from the following group: CO 215, 235, 265, 285.
One course from the following group: CO 441, 446, 450, 465, 467, 470.
Five additional courses at the 300 or 400 level.

Minor in Communication and Theatre Arts: 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.

Practicum courses and CO 100 do not apply toward the department major, minor, or Division II of the University Core. Note: No more than a total of four hours may be earned toward graduation requirements in any combination of CO 140, 145, 150, 155, 160, 175, or 180. No more than three hours can be earned in any one practicum.

Qualified senior majors may participate in internships and independent study. Not only can they earn credits for their work, but also gain experience in a communications industry. The department has an established network of internships in the Cleveland area – one of the country’s largest communications markets. Internships are available at major television stations, cable companies, radio stations, sports industries, newspapers, and theatres. Interns studying public relations and interpersonal communications have been placed on a regular basis with Cleveland companies and advertising agencies.

Secondary teaching students may select sequences of courses leading to licensure in language arts. Timely consultation with a departmental advisor is essential to ensure that requirements of the State of Ohio are satisfied.

The department offers a master’s degree in communications management. Course requirements are listed in The Graduate Studies Bulletin.

100. SPEECH COMMUNICATION 2 cr. Principles of oral communication; application of theory as it relates to preparation and delivery of speeches.

101H. PRINCIPLES OF ORAL COMMUNICATION 1 cr. Applications of theory as it relates to the preparation and delivery of speeches. For students in Honors Program only.
140. JOURNALISM PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Reporting and editing for publication. Interviewing techniques, beat reporting, newspaper graphics, layout, and design. Students also learn the Apple Macintosh computer system as applied to journalism. P/F only. Course may be repeated for a maximum of 3 credits.

145. DEBATE PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Credit for effective participation in forensic activities: preparation, research, and delivery and/or performance in debates. Requires participation in off-campus and weekend activities and prior debate experience or a demonstrated equivalency. P/F only. Course may be repeated for a maximum of 3 credits.

150. RADIO PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Fundamental aspects of radio station organization and broadcast facility operation. Emphasis on the duties of and interrelationships among various departments at the broadcast station. Uses facilities of WJCU. P/F only. Course may be repeated for a maximum of 3 credits.

155. PUBLIC RELATIONS PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Work on public relations campaigns, designing brochures, newsletters, press releases. P/F only. Course may be repeated for a maximum of 3 credits.

160. TELEVISION PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Effective participation in preparation and production of campus cable news program. Attendance at productions required; also, regular reports of progress, readings, and final paper. P/F only. Course may be repeated for a maximum of 3 credits.

161. SPORTS TELEVISION PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Effective participation in preparation for sports televising. Course requirement is to work as part of a crew for games televised for Ohio Sports Network during the semester. P/F only. Course may be repeated for a maximum of 3 credits.

170. MOVEMENT FOR THE THEATRE 2 cr. Theories and development of movement for the actor. Character centering, relaxation, Alexander technique, neutralization of mannerisms.

175. THEATRE PRACTICUM 1-3 cr. Prerequisite: permission of instructor. Credit for effective participation in theatre productions; set construction, technical theatre, acting, backstage crew support. Participation in weekend and evening rehearsals required; attendance mandatory at all required rehearsals. P/F only. Course may be repeated for a maximum of 3 credits.

180. PUBLIC SPEAKING PRACTICUM 1 cr. Prerequisite or corequisite: CO 100. Instructor permission required. Application of public speaking skills reflecting co-curricular experiences to be presented in community settings.

200. INTERPERSONAL COMMUNICATION 3 cr. Emphasizes dyadic communication and the effect of diversity on perception, language, nonverbal communication, listening and conflict in building relationships and reducing misunderstandings based on prejudice or stereotypes. Ethical analysis of communication.

201. INTRODUCTION TO COMMUNICATION RESEARCH 3 cr. Increases knowledge and understanding of communication as an academic discipline. Focus is 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 BROADCAST 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. Effectiveness of styles and use of various scripts. Uses WJCU and Klein Television Studio.


235. BUSINESS AND PROFESSIONAL SPEAKING 3 cr. Prerequisite: CO 100. Extension of the types of public speaking introduced in CO 100. Emphasis on presentational requirements of business and the professions, including videotaped reports, special occasion speeches, manuscript delivery, analytical and technical reports, motivational and persuasive speeches.

245. ARGUMENTATION AND DEBATE 3 cr. Prerequisite: CO 100. Analysis of argumentation theory and its application in debates on significant contemporary problems. Consideration of propositions, issues, evidence, analysis, briefing, case construction, and refutation.

265. ORAL INTERPRETATION OF LITERATURE 3 cr. Problems in analysis, criticism, interpretation, and communication of literature. Classroom performance in oral interpretation of various types of prose, drama, and poetry.

270. PLAYWRITING (395) 3 cr. Prerequisite: permission of instructor. The art and craft of the playwright through play analysis and discussion of Aristotle’s six elements of drama. The playwriting process (idea, scenario, characters, draft), contemporary relationships in the theatre, and oral reading of an original one-act script.

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.


295. SCREENWRITING 3 cr. Prerequisite: permission of instructor. The craft of writing for the screen through film analysis, discussion of screenwriting format, dramatic elements, character and plot development, legal issues, marketing of scripts, and agent representation.

300. SMALL GROUP COMMUNICATIONS 3 cr. Small group theory, leadership, decision-making, and communication skills. Practical application of group-discussion concepts.

305. INTERVIEWING PRINCIPLES 3 cr. Analysis of the theories, methods, and research in survey, journalistic, employment, and persuasive settings.

308. LITERARY JOURNALISM 3 cr. Prerequisite: CO 225. Writing and publishing in-depth features for newspapers, magazines, and books with emphasis on the study of classic works by Berner, McPhee, Thompson, Didion, and others.

314. THEATRE PRODUCTION 3 cr. Prerequisite: CO 280. 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. PUBLIC RELATIONS 3 cr. Prerequisite: CO 225. Functional role of public relations as a tool of leadership in organizations: research, planning, writing, communicating, and evaluation. Analysis of public relations campaigns, ethics, methodologies, and their impact.

316. THE DOCUMENTARY IN FILM AND TELEVISION 3 cr. Rise of the documentary from pioneers through the work of Flaherty, Lorentz, Riefenstahl, Grierson, Murrow, Wiseman, and Burns, among others. Historical, informational, news, poetic, persuasive, and propaganda documentaries and techniques.

317. FILM AND COMMUNICATION 3 cr. Rise of the American film industry with attention to the evolution of camera techniques, sound, and special effects. American classic films, directors, stars, and institutions from 1895 to 1960.

318. INTERNATIONAL FILM: SILENT TO MODERN ERA 3 cr. Historical exploration of the development of film as an international phenomenon from 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. TELEVISION PRODUCTION 3 cr. Prerequisite: CO 220. Introduction to television production, including leadership, program idea development, research and preplanning, balancing information and entertainment values, and studio procedures and direction. Uses Klein Television Studio.

320. AUDIO PRODUCTION 3 cr. Prerequisite: CO 220 or consent of instructor. Fundamental theory and techniques in the use of audio equipment and basic audio production. Includes scripting, editing, and production of several program forms. Uses facilities of WJCU and O’Malley Center as a laboratory.

321. MULTICULTURALISM AND THE MASS MEDIA 3 cr. History, problems, roles, struggles, and contributions of major minority groups in the United States in relation to mass media. Stereotyping, access limitations, evolution of ethnic media, issues and problems in American mass media systems.

322. WOMEN IN MASS MEDIA 3 cr. Examines the historical contributions of women in various mass media, including print, electronic, and film. Explores development of awareness of the portrayal of women by the media and the impact on society.

323. ELECTRONIC SALES AND MARKETING 3 cr. Sales function in commercial radio, television, and cable. Theory and practical application in electronic media advertising, sales, and research. Discussion of media competitive advantages, as well as vocabulary and techniques of electronic media sales.

324. VIDEO GRAPHICS AND ANIMATION 3 cr. Examines the aesthetic and practical dimensions of creating still-frame and animated images for the video screen. Students create graphics and animations, and learn techniques to enhance visual literacy and to “read” images more critically.

325. INVESTIGATIVE REPORTING 3 cr. Prerequisite: CO 225. Process of investigative reporting. Major investigative projects; original public records research, information-gathering interviews, and written findings.
Communication and Theatre Arts

326. SPORTS BROADCASTING 3 cr. Prerequisite: CO 220. 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.

330. PHOTOJOURNALISM 3 cr. Prerequisite: CO 225 or permission of instructor; corequisite: CO 331. Role of the photographer as communicator and as member of an editorial team at newspapers and magazines. Analysis of noted photojournalists and creative theory and art of photojournalism. Editorial decisions about the composing, editing, layout, and eventual publication of news and feature photos. Photo assignments and photo essays. Requires use of on-campus darkroom as a laboratory.

331. PHOTOJOURNALISM LABORATORY 1 cr. Corequisite: CO 330.

335. ILLUSTRATIVE PHOTOGRAPHY 3 cr. Corequisite: CO 336. The art and science of magazine and advertising photography. Includes use of large-format cameras and color film.

336. ILLUSTRATIVE PHOTOGRAPHY LABORATORY 1 cr. Corequisite: CO 335.

340. BROADCAST AND BROADBAND AUDIO MEDIA 3 cr. Prerequisite: CO 220 or permission of instructor. Examines development of broadcast radio and broadband audio services. Focal points include emerging business structures, programming, and unique issues facing broadcast radio, satellite radio, podcasting, and streaming audio services such as Internet radio.

341. PERSPECTIVES IN CONTEMPORARY AMERICAN POLITICAL DISCOURSE 3 cr. Examines how various groups and causes make use of public expression to seek redress of grievances or to attempt significant social, political, or economic changes. Specific groups and causes may vary.

343. INTERNATIONAL THEATRE 3 cr. Examines performance outside of Europe and the 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.

344. MULTICULTURALISM IN THE THEATRE 3 cr. Comparative analysis of performance within the U.S. that speaks for minority groups. Topics vary according to semester but range from African-American theatres to theatres that represent Native Americans, Chicanos, or women.

346. CAMPAIGN ISSUES AND IMAGES (445) 3 cr. Issues, images, and rhetorical and communication strategies of selected candidates in current political campaigns. Offered during the fall semester of election years.

355. MULTIMEDIA 3 cr. Study of the thought processes and aesthetics in the production of multimedia from initial concept through development to actual construction. Students create individual projects using Dreamweaver and Flash Animation and learn to analyze and critique professional work using electronic newsroom.

365. DESIGN FOR THE STAGE 3 cr. Prerequisite: CO 275. Aesthetic, practical, and process orientation to set, costume, and properties design for the stage. Includes drawing, drafting, and written analysis of plays and musicals. The process of this collaborative art is explored through group and individual projects. Basic drawing and drafting tools required.

375. DIRECTING FOR THE STAGE 3 cr. Prerequisite: CO 265 or 280 or 285, or consent of instructor. Theory and practice of the director’s function: play analysis, concept and interpretation, casting, rehearsing, staging techniques, using the promptbook. Examination of
Communication and Theatre Arts

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.

384. LIGHTING FOR THE STAGE 3 cr. Prerequisites: CO 275; 215; 280; 365. Aesthetic, practical, and process orientation to lighting design. Implementation for the stage and television, practiced through group and individual projects. Lab fee for drafting equipment.

386. MEDIA LITERACY 3 cr. 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.

389. SOCIAL ISSUES IN JOURNALISM 3 cr. Prerequisite: CO 225. Researching and communicating social issues through journalism. Focus on use of data, interpreting and writing scientific and technical information, and presenting strategies of risk communication. Topics can include reporting on health issues, environmental issues, and other areas.

390. INTERCULTURAL COMMUNICATION 3 cr. Prerequisite: CO 200. Influence of cultural background on cross-cultural communication experiences. Asian cultures will serve as a basis for comparison of a variety of cultures. How differences in verbal and nonverbal messages, perceptions, values, and ethics affect communication.

397. BROADCAST WRITING 3 cr. Writing for television, radio, and news media. Principles, formats, and techniques for writing commercials, news features, documentaries, talk shows, variety and comedy programs, reality TV, educational and corporate presentations, children’s media, and news media. Students are required to write a one-hour drama and half-hour sitcom for television as their final writing project.

399. SEMINAR/SPECIAL TOPICS IN COMMUNICATION 1-3 cr. Prerequisite: permission of the instructor. Responsibility for this course rotates among department faculty, a new area of study being specified by each. Topic will be announced in the semester course schedule.

400. ORGANIZATIONAL COMMUNICATION 3 cr. Focus on communication within and between organizations. Topics include theories of organizational communication, communication flow and effectiveness, organizational messages and reputation, organizational culture, globalization, and initiating change.

407. WRITING FOR PUBLIC RELATIONS 3 cr. Prerequisite: CO 315. Emphasizes persuasive and advocacy writing and research strategies. Topics include news releases; ghost-written speeches; press kits; fact sheets, annual reports, company newsletters, and stockholder communications. Information bases and the effect of new technologies will be addressed.

410. EDITING AND DESIGN 3 cr. Prerequisite: CO 225. Advanced study of theory and practice in presenting news, features, and information in various formats, including newspapers, magazines, and web sites. This is a senior-level course that sums up journalism studies, polishes skills in copy editing, instructs students in print and web design, and examines future directions of the news media, specifically in convergent journalism.

415. PUBLIC RELATIONS CAMPAIGNS 3 cr. Planning and implementation of PR campaigns both in crisis and non-crisis situations.
Communication and Theatre Arts

417. INTEGRATED COMMUNICATIONS 3 cr. Prerequisite: CO 315. Focus on communication mix on internet, media advertising, public relations, and one-to-one marketing. Analysis of the most effective strategies and tactics for delivering the message in today's complex environment.

419. ADVANCED TELEVISION PRODUCTION LABORATORY 1 cr. Corequisite: CO 421.

420. ADVANCED ANIMATION 3 cr. Prerequisite: CO 319 or 324. Advanced principles of animated production; critical analysis of Hollywood, independent, and international animation; history of animated film and video.

421. LINEAR/NON-LINEAR EDITING 3 cr. Prerequisites: CO 319 and consent of instructor; corequisite: CO 419. Examination of aesthetic decisions and skills in planning and production of television programs. Exploration of editing theory using linear and non-linear systems based on both analog and digital approaches. Examines creative approaches to video development, using both field facilities and the Klein Television Studio as laboratories.

424. NON-VERBAL COMMUNICATION 3 cr. Prerequisite: CO 200. Non-language dimensions of human communication such as interpersonal distance, touch, eye contact, and use of time. Emphasis on nonverbal communication in non-Western cultures.

435. BROADCAST PROGRAMMING PRINCIPLES 3 cr. Prerequisite: CO 220 or consent of instructor. Problems of broadcasting management, programming, sales, promotion, and marketing. Exploration of related issues in both commercial and noncommercial broadcast media.

438. CONVERGENT JOURNALISM 3 cr. Prerequisites: CO 220, 225, and 319 or 397. The news gathering process for radio, TV, on-line, and cable. Uses writing and production as means to understand the decision-making process in the electronic environment. Includes analysis of news programs, ethical responsibilities of reporters and management, and effects and impact of broadcast and cable news on society.

440. EVENT PLANNING 3 cr. Instructor permission required. An understanding of, and experience with, the communicative strategies and behaviors associated with effective meetings, conferences, and special events. Draws on theoretical areas of communication to study effective planning, providing opportunities to integrate theory and application.

441. RHETORICAL THEORY AND CRITICISM 3 cr. Analyzes rhetorical theory with an emphasis on criticism of persuasive discourse found in a variety of texts, including speeches, novel, film, music, and campaigns. Theories and texts range from classical to contemporary.

446. PERSUASIVE COMMUNICATION THEORY 3 cr. Contemporary theories of persuasion; theory construction, experimental field research, and applications to political, business, professional, interpersonal, and other settings.

447. PRESIDENTIAL COMMUNICATION 3 cr. Communicative strategies and constraints of the American presidency from the perspective of political communicative theory as well as the careers and communicative abilities of individual presidents.

449. POLITICS, PUBLIC POLICY AND THE PRESS 3 cr. Analysis and critique of the dynamics between the press, presidential campaigns, and the voting public. Historical perspective on selected campaigns with an emphasis on social, political, and economic shifts in American society.
Communication and Theatre Arts

450. DEVELOPMENT OF COMMUNICATION THEORY 3 cr. Historical overview of theories of communication from classical era to present. Emphasis on diversification of communication theory and its expansion into new areas, including mass communication, in the 20th century and beyond.

456. ADVANCED MULTIMEDIA 3 cr. Prerequisite: CO 355. Advanced theory and practice in multimedia design, including idea development, information flow, system links, and branching. Uses Flash, Dreamweaver, FrontPage, Photoshop, and Fireworks, among others.

465. MEDIA ETHICS 3 cr. Classical and contemporary ethical theories and their application in media issues such as the selection of stories, their content, and the news-gathering process. Includes analysis of professional codes of ethics and extensive case studies.

467. COMMUNICATIONS AND THE FIRST AMENDMENT 3 cr. First Amendment theory, legal opinion, and practical implications for the freedom of speech and press, including the mass media.

470. THEATRE HISTORY AND CRITICISM 3 cr. Survey of the theory and history of the theatre and drama from the Greeks to the present day. Relationship between the theatre and the social and aesthetic values of its time.

475. LITTLE THEATRE WORKSHOP 3 cr. Prerequisites: open only to students who have worked in Little Theatre Workshop productions and with consent of instructor. Specified problems of an advanced nature in playwriting, acting, directing, designing, and management. Concentration on the growth of the student as an artist in the theatre. Requires a major project and research analysis. Required work in Little Theatre Workshop productions.

476. LITTLE THEATRE WORKSHOP, DESIGN, AND MANAGEMENT 3 cr. Prerequisites: CO 275, 365. Open only to students who have worked in Little Theatre Productions and with consent of instructor. Concentration on the growth of the student as an artist in the theatre. Requires major project, research analysis, and appropriate technical drawings. All work in Little Theatre Workshop productions.

497. INTERNSHIP 3, 6 cr. Prerequisites: senior standing; normally at least 2.5 overall average. Open only to majors. Permission of internship director required. Supervised and directed experiential learning in a position relevant to a major sequence of study. P/F only. No more than 3 credits may be applied toward completion of the major.

499. INDEPENDENT STUDY 1-3 cr. Prerequisites: consent of instructor and chair. Particular problem in communication examined in depth. Final paper and oral examination required. Projects must be approved prior to authorization for registration. Consult chair for details. Majors only.
Computer Science (CS)

Professors: D. W. Palmer, M. Kirschenbaum; Associate Professors: F. J. Fuglister, D. A. Norris (Chair), D. L. Stenson, L. M. Seiter

Major Programs

The Department of Mathematics and Computer Science offers two major programs in computing: a Bachelor of Science in computer science and a Bachelor of Science in computer information systems. Both majors 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 two 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. 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. Computer science 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 Bachelor of Science degree 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 Bachelor of Science degree 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.
Major and Minor Requirements

Major in Computer Science: 49 hours. CS 128, 128L, 228, 230, 251, 270, 328, 330, 428, 470; MT 118 or MT 135 (or another MT course with permission of department); two CS courses chosen from the following list: CS 333, 365, 366, 433, 477; four additional CS courses at or above the 300 level.

A comprehensive examination is required.

Major in Computer Information Systems: 49 hours. CS 128, 128L, 228, 230, 251, 270, 330, 431, 470, 475; MT 118 or MT 135 (or another MT course with permission of department); two CS courses chosen from the following list: CS 345, 346, 444, 451; four additional CS courses at or above the 300 level. Two business courses may be substituted for upper-level CS courses with permission of the advisor.

A comprehensive examination is required.

Minor in Computer Science: 22 hours. CS 128, 128L, 228, 230, 251; two additional courses chosen from 300 and 400-level CS courses; one of the following: MT 118, 134, 135.

101. TOPICS FROM COMPUTER SCIENCE 3 cr. Computer familiarization course surveying the academic discipline of computer science. Topics include elementary programming, spreadsheets, databases, and graphics packages. Emphasis is on understanding what computers and computer professionals do rather than on learning programming.

128. INTRODUCTION TO SOFTWARE APPLICATION DEVELOPMENT 3 cr. Corequisite: CS 128L. Overview of software development for a variety of application domains: business, Internet, and scientific. This course will introduce many facets of the field of computer science, including computer programming, information management, interactive user interfaces, design and modeling, logic, incremental development, testing, problem decomposition, and debugging. To support this broad introduction, students will learn a variety of programming languages.

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. CS 128 and 128L must be taken together in a single semester.

199. SPECIAL TOPICS IN COMPUTER SCIENCE 1-3 cr. Subject announced in the schedule of classes.

228. OBJECT-ORIENTED DESIGN AND PROGRAMMING 3 cr. Prerequisite: CS 128. Corequisite: MT 118 or MT 134 or MT 135. Project-based course that demonstrates software engineering benefits of object-oriented languages: modularity, adaptability, and
Computer Science


230. WEB DESIGN AND PROGRAMMING 3 cr. Prerequisite: CS 128. Principles of web page design; HTML, XHTML; cascading style sheets; XML technologies. Introduction to client-side and server-side programming using a variety of web languages such as Php, JSP, and Javascript.

251. DATABASE SYSTEMS 3 cr. Prerequisite: CS 128. Relational databases: structure, operations, SQL, QBE; database design: entity-relationship models, normal forms.

270. SOFTWARE DEVELOPMENT PRACTICES 3 cr. Prerequisite: CS 228. 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 focus 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.

280. HOT TOPICS IN COMPUTER SCIENCE 1 cr. Discussion of computer-science issues by faculty and students; ideologies, trends, emerging technologies, and cutting-edge concepts in computing. Invited speakers from academia and industry will present their perspectives on new technologies. Faculty and students select articles for discussion. Students may take Hot Topics courses for credit a maximum of four times.

328. ADVANCED PROGRAMMING 3 cr. Prerequisite: CS 228. Advanced object-oriented programming: exceptions, threads, synchronization, serialization; Data Structures/Collection API's. Introduction to algorithms and analysis of algorithms.

330. E-COMMERCE AND ENTERPRISE COMPUTING 3 cr. Prerequisites: CS 230, 251; corequisite: CS 228. Advanced web programming and design, Web application frameworks such as Ruby On Rails, J2EE architecture. Enterprise Object Models; Web 2.0 technologies, Ajax, Portals, E-Commerce frameworks and architectures.

333. ROBOTICS 3 cr. Prerequisites: CS 228. Construction 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 cooperation, coordination, and redundancy. Conceptual and practical aspects of robotics.

345. SOCIAL COMPUTING 3 cr. Prerequisite: CS 230. 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. The course will examine emergence and knowledge as facilitated by our now-interconnected global community.

346. HUMANISTIC COMPUTING 3 cr. Prerequisite: CS 230. Introduction to and investigation of the human component of computational technology. Topics include ethics issues such as privacy, security, intellectual property, e-waste, software piracy, electronic democracy. The course will also explore human-computer interaction issues such as interface design and evaluation, information architecture, new interaction paradigms, and human-computer hybrid problem-solving techniques.

365. GAMING AND GRAPHICS 3 cr. Prerequisite: CS 328. Exploration of computing techniques that create color, animated imagery of objects, and realistic and imaginative representations of the world that can be used in photography, motion pictures, and video games. Exploration of graphical design and implementation for gaming, including large team development of a class-designed game.
366. GAMING AND ARTIFICIAL INTELLIGENCE 3 cr. Prerequisite: CS 328. Exploration of artificial intelligence concepts to bring about intelligent interactions among software agents in a video game environment. Includes 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. Prerequisite: 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 WITH LINUX 3 cr. Prerequisite: CS 328. Project-driven course that will study aspects of the Linux operating system and computer network related to a semester project. Topics may include management of computer resources such as memory management and file system structure and protection; network topology, including routing algorithms; and the use of analytical tools for network analysis and design; Client/Server model, and threading and synchronization. Successful projects will create tools to be used in other computer science courses.

431. MULTIMEDIA PROGRAMMING 3 cr. Prerequisites: CS 228, 230. Principles of interactive multimedia design; introduction to multimedia documents and authoring via Dreamweaver, Fireworks, and Flash; introduction to integrated hybrid applications using Flash and HTML, digital media, audio, and compression.

433. ROBOTICS AND ARTIFICIAL INTELLIGENCE 3 cr. Prerequisite: CS 333. Integration of intelligence and robotic computation. Modeling and simulating intelligent decision making as a component of a virtual or physical robotic system. Focuses on multiple agent systems and their interactions, including custom programming languages, root simulations, and physical robotic hardware.

444. ADAPTIVE AND OPEN SOFTWARE SYSTEMS 3 cr. Prerequisites: CS 228, 230, 251. Design and implementation of adaptive software frameworks; component-based models; open-source architectures and methodologies; tool extensions and plug-ins.

451. ADVANCED INFORMATION MODELING 3 cr. Prerequisites: CS 228, 251. Alternative data models and advanced database techniques. Object-oriented data models, Web-DBMS integration technology, data-warehousing and date-mining techniques, database security and optimization, and other advanced topics.

470. SOFTWARE ENGINEERING PROJECT 3 cr. Prerequisite: junior or senior CS or CIS major. Simulation of the environment of the professional software developer working in a team on a large software project for a real client. Development teams will make widespread use of previously learned tools and techniques. Student developers will encounter a wide variety of issues that naturally occur in a project of scale, using their skills, ingenuity, and research abilities to address all issues and deliver a working, useful system. Use of the Extreme Programming development methodology.

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 example pieces; write, edit, and revise their own and critique other students’ work.

477. DESIGN PATTERNS 3 cr. Prerequisite: CS 228. Object-oriented design skills and techniques. Surveys all 23 of the “canonical” design patterns cataloged by Gamma et al., and others, including the creational, structural, and behavior classes of patterns. Variations of
these patterns, how and where to apply the patterns, and using the patterns together to build larger, more maintainable programs.

480. SPECIAL TOPICS cr. TBA. Reading, reports on, and investigation of selected material and topics.

499. INDEPENDENT STUDY IN COMPUTER SCIENCE 1-4 cr. Prerequisite: consent of chair and instructor. Designed for the student who wants to undertake a research project supervised by a faculty member.
Economics (EC)


The primary goal of the economics faculty is to provide its students, the University, and the community with an understanding of economic theory and practice through quality teaching and advising, significant research, and appropriate community involvement.

The general goals of the economics program are to develop the following qualities in our students:

- Proficiency in the use of the language of economics in both written and oral form based on knowledge and understanding of economic theory and practice.
- Cultivation of critical thinking skills and development of a logical, ordered approach to problem solving.
- Ability to apply the scientific method to problems in social science research.
- Preparedness for graduate study in economics, and for transition into the workforce.
- Understanding of the historical significance of economics and its continuing contribution to social outcomes.
- Ability to evaluate positive and normative economics within the context of their moral and spiritual principles.

Economics is the study of scarcity, of choice, and of efficiency. As British economist Alfred Marshall wrote, “Economics is a study of mankind in the ordinary business of life.” As such it draws on history, philosophy, and mathematics to address such diverse topics as product and resource pricing, inflation, unemployment, interest-rate determination, environmental issues, and federal government expenditure and taxation policies. In addition, the theories and models of economics have been applied to non-traditional areas, including marriage, child-rearing, criminal behavior, discrimination, and ethics.

Major and Minor

Economics is considered one of the most flexible of all the potential fields of undergraduate study for two reasons. First, students can choose to major in economics either through the College of Arts and Sciences (Bachelor of Arts), or through the Boler School of Business (Bachelor of Science). Second, a major in economics provides a comprehensive base for a variety of academic and professional fields. It is an ideal preparation for careers in business and for many graduate programs. Economics majors find employment in banking and other financial
Economics

institutions, sales, consulting firms, government service, and teaching. In addition, many graduate programs—most notably law, business administration, and economics—regard the study of economics to be particularly beneficial because of its logical, ordered approach to problem solving.

Furthermore, the study of economics—the only social science honored by its own Nobel Prize—is intellectually challenging and rewarding. Economists use the scientific method to develop and test hypotheses and with their findings address vital current issues.

Students who choose to major in economics 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.

<table>
<thead>
<tr>
<th>Major and Minor Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor of Arts in Economics:</strong> 33-34 credits hours. EC 201-202, 208, 301, 302, 499, and 15 additional upper-division hours.</td>
</tr>
<tr>
<td><strong>Required Support Courses:</strong> 3 hours. MT 167. Students planning to pursue graduate work in economics are urged also to take MT 135-136.</td>
</tr>
<tr>
<td>B.A. students are urged, but not required, to take additional courses in the Boler School of Business, especially a year-long sequence in accounting. Additionally, students planning to pursue graduate work in economics should take EC 409, 410, and a course in linear algebra.</td>
</tr>
<tr>
<td><strong>Bachelor of Science in Economics:</strong> 60-64 credit hours.</td>
</tr>
<tr>
<td><strong>Business Core:</strong> 39-43 hours, including EC 499, and MN 461 or MN 463-464.</td>
</tr>
<tr>
<td><strong>Major courses:</strong> 21 hours, including EC 301, 302, with 15 hours in upper-division economics in addition to EC courses required in the business core.</td>
</tr>
</tbody>
</table>

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. |

188
Interdisciplinary Concentrations

1. International Economics/Modern Languages—offered in conjunction with the Department of Classical and Modern Languages and Cultures.

2. International Business—offered in conjunction with the other academic disciplines of the Boler School of Business and the Department of Classical and Modern Languages and Cultures.

3. International Studies—offered in conjunction with the Center for Global Education.

4. Mathematics and Economics—offered in conjunction with the Department of Mathematics and Computer Science and strongly recommended for those who plan to do graduate work.

5. Public Administration and Policy Studies—offered in conjunction with the Department of Political Science.

Students interested in one of these concentrations should see the section in this Bulletin on interdisciplinary minors and concentrations (pages 84-91) or, for any of them, the chair of one of the departments involved.

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.

208. BUSINESS AND ECONOMIC STATISTICS 3 cr. Prerequisites: BI 106 or BI 107, or competency waiver for Spreadsheet Applications, and MT 167, or MT 135 (or MT 133-134) and EC 208L. 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.

208L. BUSINESS AND ECONOMIC STATISTICS LAB 1 cr. Descriptive statistics, probability and probability distribution, sampling, sampling distribution. Intended for students with credit in an acceptable calculus course who did not take MT 167.

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 MT 167, or consent of chair. Detailed analysis of the behavior of consuming and producing units, determination of
prices and outputs through the market, resource allocation and distribution. Problems of decision making and planning.

302. MACROECONOMICS 3 cr. Prerequisites: EC 201-202 and MT 167, or consent of chair. Theories of the determination of the level of national economic activity: output, income, employment, and its relationship to economic growth, stability, and the price level. Particular emphasis on the components of aggregate demand and aggregate supply.

304. HISTORY OF ECONOMIC THOUGHT 3 cr. Prerequisites: EC 201-202. Survey of economic thought covering leading economists from the mercantilist period to mid-20th century; emphasis on continuities and discontinuities in the stream of thought and links to contemporary theory; methodological, theoretical, and policy controversies.

311. MONEY AND BANKING 3 cr. Prerequisites: EC 201-202. Money and credit; historical and institutional development of the 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.


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.
**Economics**

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 departmental courses. Specific topic, method of presentation, and student requirement designated by the seminar leader. Examples might include, but are not limited to, the portfolio approach to exchange rates and the balance of payments; alternatives to standard international trade models; causes and consequences of income and wealth inequalities.

409. **MATHEMATICAL ECONOMICS 3 cr.** Prerequisites: EC 201-202 and MT 167 or MT 135 or MT 133-134; or consent 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 consent of chair. Recommended: EC 301 and/or 302 and 409. Building econometric models, understanding different econometric methods, estimating models using computer packages.

451. **ECONOMICS FOR MANAGERS 3 cr.** Prerequisites: EC 201-202 and EC 208; or consent of chair. Application of price theory, the theory of the firm, optimization techniques, statistical estimation and decision theory to selected practical problems faced by the manager. Topics include demand analysis and estimation, cost and production analysis, pricing problems, investment and capital budgeting, and government regulation of business.

498. **INDEPENDENT STUDY 1-3 cr.** Prerequisites: economics major; upper-division status; 3.0 GPA in economics; consent 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 dean’s office. Consult chair for departmental guidelines established for such study.

499. **INDIVIDUAL RESEARCH PROJECT IN ECONOMICS 3 cr.** Prerequisites: economics major; senior standing or consent of chair. An integrative senior seminar for all economics majors that requires a faculty-supervised research project. This course extends over both the fall and spring semesters of the senior year, though students will register for it in the fall and final grades will not be submitted until the end of the spring semester.
Education and Allied Studies (ED)


The mission of the department is to provide educational leadership for a more just society in schools and community agencies. This mission is grounded in the Jesuit mission of the University and Jesuit history. The meaning and scope of the mission reflect all professional preparation programs housed within this academic unit.

To achieve its mission the department is committed to the following goals:

- To provide professional education in a liberal arts context.
- To uphold traditional values, yet be responsive and sensitive to society’s changing needs.
- To focus on personal as well as professional development of the individual.
- To emphasize teaching that is anchored in a strong research base.
- To instill the Jesuit ideal of an educator in our candidates.

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 Department of Education, and designed to fulfill the 1998 State of Ohio Standards for teacher licensure.

The teacher education program prepares candidates for careers in one of four licensure areas:

- Early Childhood, Pre-K to 3rd grade
- Middle Childhood, 4th grade to 9th grade
- Adolescent/Young Adult, 7th grade to 12th grade
- Multi-Age, Pre-K to 12th grade

To qualify for the two-year provisional teaching license, the candidate must successfully complete the teacher education program and pass the appropriate PRAXIS II exams mandated by the State of Ohio. All teacher licensure candidates must submit to fingerprinting and background checks by government investigative agencies.

Note: Licensure programs are subject to change based on recommendations of external accrediting bodies, e.g., Specialized Professional Associations (SPAs), Ohio Department of Education (ODE), and NCATE.
Early Childhood (EC), Middle Childhood (MC), Adolescent/Young Adult (AYA), and Multi-Age (MA) Teaching

Successful completion of degree and licensure requirements entails 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 PRAXIS II exams.

### 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): 58 semester hours
- Middle Childhood Education (MC): 40 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): 21 semester hours
- Middle Childhood Education (MC)
  - Language Arts: 32-38 semester hours
  - Mathematics: 25-26 semester hours
  - Science: 27 semester hours
  - Social Studies: 24 semester hours

The 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 Child License may take the appropriate course work to qualify for a Middle Child license in one teaching content area.

The Middle Childhood program develops expertise in teaching students from ages 8 through 14 and grades four through nine. This program prepares middle-child educators in two of four content areas: language arts, math, science, and social studies. The middle-child candidate may also qualify for the Middle Child Generalist Endorsement through additional course work and licensure exams. Consult with the middle child coordinator regarding course and test requirements.
Education and Allied Studies

The University also offers Adolescent/Young Adult and Multi-Age teaching licensure preparation in a number of major teaching fields. 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 PRAXIS II 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:

1. Integrated Language Arts
2. Integrated Social Studies
3. Integrated Mathematics
4. Chemistry/Life Science
5. Life Science
6. Physical Science: Physics/Chemistry
7. Physics
8. Chemistry

The Multi-Age license prepares candidates to teach ages 3 through 21 and pre-kindergarten through grade twelve. Candidates may be licensed in one of the following teaching fields: French, Latin, Spanish, German, or Physical Education.

The Coordinator of Initial Licensure Programs and the Coordinator of Graduate Initial Licensure Programs in consultation with 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 Allied Studies 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 coordinators of Initial Licensure Programs. Candidates must work closely with an advisor to complete a licensure program and/or a major in four years of full-time study. Those who declare an education major later in their academic program may expect to spend additional time completing requirements.

I. Professional and Pedagogical Studies

Professional and pedagogical studies provide a planned sequence of courses that develop knowledge about education, for example, its social and historical foundations, and foster understanding and use of the principles of effective teaching. The following courses are common to all licensure areas (EC, MC, AYA, and MA):

- ED 100 Introduction to Education ................................................................. 2 cr.
- ED 186 Instructional Technology ................................................................. 2 cr.
- ED 201 Assessment, Learning & Individual Differences ............................. 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 405 Seminar in Teaching ......................................................................... 3 cr.
- ED 444 Student Teaching ............................................................................. 9 cr.
Specifically required for Early Childhood Education

ED 224 Introduction to Early Childhood Education ........................................3 cr.
ED 225 Observational Assessment of the Young Child ..................................3 cr.
ED 225E Seminar I: Focus on Family Ecology .............................................3 cr.
ED 325 Learning Across the Early Childhood Years .....................................3 cr.
ED 331 Integrated Learning in Preschool ......................................................3 cr.
ED 332 Integrated Learning in Early Elementary Years ...............................3 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 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 Special Education Methods ............................................3 cr.
ED 427 Adolescent Education Special Topics .................................................3 cr.

Specifically required for Multi-Age Education

PS 261 Child Development ..............................................................................3 cr.
ED 337 Adolescent Special Education Methods ............................................3 cr.
ED 427 Adolescent Education Special Topics .................................................3 cr.

II. General Education (57 semester hours)

General Education requirements are met by the University Core. Many of the University Core courses may also fulfill program licensure requirements. Early childhood candidates must have a minimum GPA in University Core courses of 2.5 for admission to teacher education and student teaching.

III. Curriculum Content or Teaching Field

Early Childhood Licensure requirements (12 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
Education and Allied Studies

school settings, grounded in developmentally appropriate practice, and responsive to individual differences and needs.

MT 171 Foundation of Early Childhood Mathematics................................. 3 cr.
AR 171 Interdisciplinary Science................................................................. 3 cr.
PE 411 Health & Physical Education in Early Childhood............................ 3 cr.
PS 261 Child Development ........................................................................... 3 cr.

Middle Childhood Licensure requirements (2 curriculum content areas, ranging from 25 to 38 semester hours in each)

The curriculum and content courses of the Middle Childhood License prepare pre-service middle-school teachers to understand the unique nature of the middle-school environment and to organize the learning environment to respect developmental characteristics of middle-grade students. The middle-child faculty advisor will advise middle-child students as to required education course work and content-area course work for the two teaching areas, which include:

Language Arts (ED 424 plus 29-35 semester hours of course work in EN and CO).
Mathematics (ED 424 plus 22-23 semester hours of course in MT and CS).
Science (ED 424 plus 24 semester hours of course work in BL, CH, and PH).
Social Studies (ED 424 plus 14 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 Child, 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 PRAXIS II in the content area as a prerequisite for student teaching, Middle Child, Adolescent/Young Adult, or Multi-Age Licensure.

3) Post-baccalaureate candidates must pass PRAXIS II in the content area as a prerequisite for student teaching, Middle Child, Adolescent/Young Adult, or Multi-Age Licensure.

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 must major in an academic subject area and may need to complete additional courses specific to the content-area license. During the initial semesters, students should plan to complete Core requirements. Where possible they should take courses that simultaneously meet the requirements of the University Core, their major, and/or AYA or MA program requirements.
These program requirements are subject to change based on the SPAs and Ohio Department of Education requirements.

Integrated Language Arts (56 semester hours)
Integrated Social Studies (48 semester hours)
Chemistry/Physics (58 semester hours)
Life Science (48 semester hours)
Mathematics (36 semester hours)
Physical Science: Physics/Chemistry (58 semester hours)
Physics (54 semester hours)
Chemistry (34-44 semester hours)

**Multi-Age Licensure requirements**

The curriculum and content courses of the Multi-Age License equip pre-service foreign language and physical education teachers with the capacities and commitments to be a professional across all ages, grounded in content knowledge, developmentally appropriate practices, and the ability to attend to individual differences and needs.

Foreign Language: French (45 semester hours if course work begins at 100 level)
Foreign Language: German (45 semester hours if course work begins at 100 level)
Foreign Language: Latin (30 semester hours)
Foreign Language: Spanish (45 semester hours if course work begins at 100 level)
Physical Education (48 semester hours)

**Note:**
1. 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 PRAXIS II in the content area as a prerequisite for student teaching.
3. For the AYA and MA license, post-baccalaureate candidates must pass PRAXIS II in the content area as a 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, 186, and 253 before, or at the time of, application for admission. Students may not take any additional course work beyond ED 100, 186, and 253 unless they are formally admitted to teacher education. Those accepted into the AYA or MA licensure program must also be accepted into a departmental major, e.g., history.

For undergraduates, application is typically made during the semester in which ED 253 is taken, usually in the sophomore year. Application forms are available from the department office. Post-baccalaureate students are evaluated at the time of
admission to the 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 graduate.

Candidates for teacher education are evaluated by either the coordinator of Undergraduate Initial Licensure Programs or the coordinator of Graduate Initial Licensure Programs, in consultation with faculty and administrative staff, on the basis of the following criteria:

1. Faculty evaluation from instructors of ED 100, 186, 253
2. Formal essay
3. Interview to include:
   - assessment of written and oral communication skills
   - discussion of portfolio assignments from ED 100 and 186
   - responses to interview questions
4. Signed statement of moral character
5. ACT/SAT scores
6. Academic record for:
   - overall GPA
   - education GPA
   - content area GPA (MC, AYA, MA)
   - Core GPA (EC)
7. Dispositions: Evidence of behavior consistent with the following definition: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.
   (NCATE 2000 Standards, dated March 31, 2000, p. 34)

Admissions Criteria:

**Accepted**—Student may begin or continue work toward teacher licensure.

**Criteria**

1. Favorable faculty recommendations
2. Academic Record:
   - 2.7 overall GPA
   - 2.7 education GPA based on ED 100 and 186 (possibly ED 253)
   - 2.7 content-area GPA (MC, AYA, MA)
   - 2.5 GPA Core classes, Division I – V (Early Childhood candidates only)
3. Basic skills proficiency:
   Math: 500 SAT or 20 ACT
   English: 500 SAT or 20 ACT

4. Dispositions:
   Evidence of dispositions for teaching as defined by NCATE

**Accepted Conditionally**—May continue work toward teacher licensure.

**Criteria**

1. Favorable faculty recommendations

2. Academic Record:
   2.5 – 2.7 overall GPA
   2.0 – 2.7 education GPA based on ED 100 and 186
   2.5 – 2.7 content-area GPA for MC, AYA, MA only
   2.5 GPA Core classes, Division I – V (EC)

3. Basic skills proficiency:
   Same as accepted criteria

4. Dispositions:
   Evidence of dispositions for teaching as defined by NCATE

   **Note:** Conditional acceptance may be given for one semester or one year.

**Defer**—May not begin or continue work toward teacher licensure.

**Appeal Process:**
An applicant who is deferred may meet with the coordinator of Initial Licensure Programs or the coordinator of the Graduate Initial Licensure Programs to discuss concerns and establish an intervention plan, if possible. Applicants may be reconsidered at a later date, provided all the criteria for full or conditional acceptance are met and the student re-applies.

**Reject**—Student is not eligible for admission to Teacher Education.

The Department of Education and Allied Studies reserves the right to alter (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 the advisor. After this discussion, if applicants still wish to appeal, they should do so in writing to the coordinator of Initial Licensure Programs or the coordinator of the Graduate Initial Programs within two weeks of notification of classification. The coordinator will respond within one week. An appeal may be made to the department chair and the Teacher Education Committee for Admission and Retention.
Grade Policy for candidates majoring in education (EC or MC) or being licensed in AYA or MA:

1. A grade of C or higher is required in all education courses. A grade of C- or lower requires that the course be repeated. The applicant should schedule a meeting with the coordinator of Undergraduate Initial Programs or the coordinator of Graduate Licensure Programs.

2. A grade of C- or lower in a course in the teaching field or academic major will be reviewed by the coordinator of Undergraduate Initial Licensure Programs or the coordinator of Graduate Initial Licensure Programs and the chair of the major department to determine an appropriate course of action, e.g., repeat the course, substitute a course.

3. A GPA of 2.7 is required throughout the programs for the overall GPA, Education GPA, and teaching content area for MC, AYA, MA.

4. A GPA of 2.7 or higher is required in course work for the teaching content area for MC, AYA, MA.

5. Early Child 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 GPA of 2.5 in University Core courses is required for all Early Childhood candidates.

Program Assessment Points

The licensure process has multiple assessment points for a candidate beginning with:

1. Admission to the University.
2. Application and acceptance into the Teacher Education program.
3. Ongoing evaluation of the candidate’s academic 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 assessment for licensure, PRAXIS II.
7. Entry-year PRAXIS III.

Professional Year

The professional year is a unique aspect of the professional development of pre-service candidates at John Carroll University. All candidates participate in a full academic year clinical experience in one classroom for Pre-Student Teaching (first semester) and Student Teaching (second semester). Pre-Student Teaching 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 meet on a regular basis.
in conference with the cooperating teacher and university supervisor to discuss present teaching capacity, provide feedback on areas for improvement, and continue to address the development progression for becoming an educator.

Pre-Student Teaching

The candidate applies two semesters before the projected Student Teaching semester. The candidate is evaluated based on:

1. Course work
   A. GPAs
      2.7 Overall
      2.7 Education
      2.7 Content areas for MC, AYA, MA
      2.5 Division I-V Core courses for EC
   B. All course work requirements have been completed or will be completed prior to student teaching.

2. Faculty interviews
   Interview questions
   Candidate vita
   Candidate portfolio

3. Faculty course evaluations

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 Core (EC)

2. Completed all clinical and field requirements for each course.

3. Completed all course requirements, education and teaching content area(s).
Education and Allied Studies

4. Been recommended to continue into student teaching by the cooperating teacher and University supervisor.

5. Demonstrated a teaching style and behaviors that provide evidence of a disposition for the teaching profession.

6. Taken and passed the appropriate Praxis II exams if required, e.g., post-bac 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 normal 9 hours of course work and therefore 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, 186, 253, and formal acceptance into teacher education are prerequisites for all additional education courses.

100. INTRODUCTION TO EDUCATION 2 cr. Prerequisite for admission to teacher education. Emphasis on self-evaluation as a teacher. Introduction to critical issues in education, the person as a teacher, criteria for effective teaching, and effective school settings. Includes a field experience component. Lab fee required.

186. INSTRUCTIONAL TECHNOLOGY 2 cr. Prerequisite for admission to teacher education. Principles and techniques of instructional design and use of technology in educational settings. Includes examination of emerging technologies and production of instructional materials. Lab fee required.

199. SPECIAL TOPICS 1-3 cr. Occasional course on a selected topic announced in advance.

201. ASSESSMENT, LEARNING, AND INDIVIDUAL DIFFERENCES 3 cr. Prerequisites: ED 100, 186, 253, and formal admission to teacher education. Principles and procedures of formal and informal assessment of learners for the purposes of planning and practicing instruction, with an emphasis on inquiry. Consideration of student differences (i.e., culture, cognitive differences, and exceptionalities) and how such differences affect assessment, motivation, and learning. Prerequisite to PS 261 or 262 for education majors.

224. INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 cr. Foundations of Early Childhood education examined from a historical perspective. Focus on the history of early child education, present models of early child practice, and the impact of evidence-based research on developmentally appropriate practice in current educational environments.

225. OBSERVATIONAL ASSESSMENT OF THE YOUNG CHILD 3 cr. Corequisite: ED 225E; prerequisites: ED 100, 186, 253; and formal admission to teacher education and Early Child licensure. Understanding child development, birth through age 8, in the contexts of family, educational environments, culture, and society. Inquiry techniques for observing, recording, and assessing development along dimensions of social, emotional, psychological,
and physical development. Examines approaches to learning in connection with intra- and inter-individual patterns of growth. Fieldwork expected involving interactions with children, staff, and parents in inclusive, diverse preschool settings.

**225E. SEMINAR I: FOCUS ON FAMILY ECOLOGY 3 cr.** Corequisite: ED 225. Integrates learning theory with observational assessments for examination of external and internal factors that influence family dynamics and impact child growth and development. Topics include demographic shifts in family composition; cultural and social differences in parental values, beliefs, and attendant practices; school and community supports for family and children; ethical concerns and professional responsibility in family-school relationships. Includes a field experience component.

**253. SCHOOL AND SOCIETY 3 cr.** Prerequisite for admission to teacher education. Foundations of education examined through historical, sociological, and philosophical perspectives to provide a comprehensive understanding of American education and related educational issues in a diverse society.

**255. LITERACY ACROSS THE CURRICULUM 3 cr.** Prerequisites: ED 100, 186, 253, and formal admission to teacher education. Literacy development examined through psychological, 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. LEARNING ACROSS THE EARLY CHILDHOOD YEARS 3 cr.** Prerequisites: ED 100, 186, 225, 225E, 253, and formal admission to teacher education and Early Child licensure. Supervised opportunities to integrate theory and practice in inclusive and diverse preschool and school settings. Assessment-based teaching approaches that consider developmental, cultural, linguistic, and social differences and foster active learning, independence, and positive relationships.

**330. MIDDLE CHILDHOOD EDUCATION PHILOSOPHY AND INSTRUCTION 3 cr.** Prerequisites: ED 100, 186, 253; prerequisite or corequisite: PS 262; and formal admission to teacher education and Middle Child licensure. Historical development, goals, philosophy, and mission of middle-grades education. Planning and managing, developmentally and culturally responsive instruction, and the use of organizational elements, such as interdisciplinary team, flexible scheduling, and grouping. Includes middle-grades field experience.

**331. INTEGRATED LEARNING IN PRESCHOOL 3 cr.** Prerequisite: ED 325; corequisites: ED 332 and acceptance into pre-student teaching. In-depth examination of early-childhood practices and curricula in mathematics, science, language and literacy, health, safety, nutrition, social studies, art, music, drama, and movement. Presents content and instructional methods and materials for integrated approaches to learning in the preschool years, emphasizing the role of play in concept development, problem solving, and skill development. Fieldwork in inclusive diverse settings.

**332. INTEGRATED LEARNING IN THE EARLY ELEMENTARY YEARS 3 cr.** Prerequisite: ED 325; corequisites: ED 331 and acceptance into pre-student teaching. In-depth examination of early-childhood practices and curricula. Presents content and instructional methods and materials for integrated approaches to learning in grades kindergarten through third. Emphasizes active engagement and positive interactions in concept development, problem solving, and skill development. Fieldwork in inclusive, diverse settings.
337. ADOLESCENT EDUCATION SPECIAL METHODS 3 cr. Prerequisites: ED 100, 186, 253, and formal acceptance into teacher education. Prerequisite for ED 427 and admission to Pre-Student Teaching. For Adolescent and Multi-Age licensure program students. General methods and specific content-area methods for planning, implementing, and integrating curriculum, evaluating pupil achievement, and teaching to individual differences. Aligned with Ohio Department of Education’s Competency-Based Models, PRAXIS II, INTASC, and Learned Society Guidelines. Emphasis given to strategies related to effective teaching and learning in each licensure content area. Additional emphasis placed on nurturing a risk-taking classroom community responsive both to high standards of performance and to students with diverse backgrounds, abilities, and learning styles.

350. MULTICULTURAL EDUCATION IN A PLURALISTIC SOCIETY 3 cr. Cultural, racial, ethnic, 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 diversity issues.

355. LANGUAGE STUDY AND PHONICS 3 cr. Prerequisite or corequisite: ED 255. Examines language development in various stages across the life span. Language development with focus on the grapho-phonemic, syntactic, semantic, and pragmatic systems as they relate to literacy instruction. Examination of relevant issues such as literacy development, metalinguistic awareness, phonemic awareness, and discoveries pattern. Includes field experience.

356. LITERATURE FOR CHILDREN AND ADOLESCENTS 3 cr. Critical analysis of various genres of literature for children and adolescents with attention to multicultural literature and the relevance of literature across all disciplines. Required for students in the Middle Childhood language-arts content area.

357. ADOLESCENT LITERATURE 3 cr. Critical analysis of the genres of adolescent literature with emphasis on major authors. Themes related to intellectual, social, cultural, and political issues, and the role of adolescent literature in the traditional language-arts curriculum. Required for students in AYA Integrated Language Arts Licensure.

380. SPECIAL PROJECTS OR FIELDWORK PLACEMENT 1-3 cr. each semester. Departmental approval required. Special fieldwork placements for teacher licensure students.

386. EDUCATIONAL TECHNOLOGY 3 cr. Prerequisite: formal acceptance into the teacher education program; corequisite: ED 325, ED 330, or ED 337. Theories and practical techniques concerning technology in educational contexts. Includes exploration of emerging technologies and selection, production, and integration of educational materials. Lab fee required.


405B. MIDDLE CHILDHOOD EDUCATION SEMINAR 3 cr. Corequisites: ED 444B and admission to the professional semester. Middle-grade teacher’s role of providing academic, social, career, and personal advisement to young adolescents as well as working collaboratively with colleges, families, resource persons, and community groups. Understanding the role of activity programs and their place in a middle-grade curriculum.

405C. ADOLESCENT EDUCATION SEMINAR 3 cr. Corequisites: ED 444C and admission to the professional semester. Continued study of adolescent development, learner

**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. SPECIAL TOPICS: MIDDLE CHILDHOOD CURRICULUM AND CONTENT 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.

**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 licensure program students the semester preceding student teaching. Issues of conflict negotiation, social justice, curriculum development, and school reform as they relate to the secondary school setting.

**444A. DIRECTED TEACHINGS IN EARLY CHILDHOOD SETTING 9 cr.** Corequisites: ED 405A and admission to the professional semester. Develops the special knowledge and competencies required of pre-K to 3rd grade teachers through observation and teaching in early-childhood settings and classrooms under the joint supervision of University and school personnel. Requires a full-time, full-semester placement at an early-child setting. Lab fee required.

**444B. MIDDLE CHILDHOOD EDUCATION STUDENT TEACHING 9 cr.** Corequisites: ED 405B and admission to the professional semester. Full-time student teaching in a middle-grade setting under the supervision of a qualified teacher and a University supervisor. Lab fee required.

**444C. ADOLESCENT STUDENT TEACHING 9 cr.** Corequisites: ED 405C and admission to the professional semester. A full-day full semester of teaching in an accredited secondary school under the direction of a classroom teacher qualified in the content area and a University supervisor. Supervision includes personnel with advanced training in the relevant content area. Lab fee required.

**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.
Education and Allied Studies

457. METHODS IN READING EDUCATION (455) 3 cr. Prerequisites: ED 255, 355, 456. Practicum experience that includes advanced examination of various reading methods and techniques for instructional planning and development of intervention plans based on assessment and diagnosis of reading abilities. Site-based course. Includes tutoring within a practicum setting.

480. SPECIAL TOPICS 1-6 cr. Departmental approval required. In-depth study of topic in workshop form or as an individual project under supervision.
The study of English as a major implies the sharing of enriched experience of imaginative language; reading and writing about literary texts require both art and skill. English majors receive practical training sharpening their reasoning and writing powers, while studying works of literature they can enjoy throughout their lives. Graduates with English majors and minors can be found in law, business, government, education, research scholarship, medicine, and the writing professions. Students majoring in English may choose a track that is writing-intensive or that emphasizes literary study.

Freshman English composition is required for all bachelor’s degrees. Placement in composition courses is determined by SAT or ACT scores, by high school GPA, and by evaluation of the student’s demonstrated skills. Students with an AP English score of four or higher may test out of freshman English. Students achieving good scores in the SAT or ACT may be assigned to EN 114-116. Students earning an A in EN 114 may be exempted from EN 116 by permission of the director of composition and the department chair. Students showing a deficiency in English are assigned to EN 103-112. All others are assigned to EN 111-112. Extensive tutorial services in English composition are available to all students through the Writing Center.

All students are strongly encouraged to continue after the freshman year with 200 and 300-level English courses to consolidate their writing skills and develop their literary interests. Completion of freshman composition courses is a prerequisite to taking any 200 or 300-level course. Exceptions are possible, however, with the approval of the department chair.

To complete the Division II requirement of one literature course for all bachelor’s degrees, students may choose, in consultation with their advisor and without prerequisite, courses at the 200 level. One 200-level literature course is the prerequisite to some 300 and 400-level courses. Refer to individual course listings for indicated prerequisite or special permissions.
Major and Minor Requirements

Major in English: 39 credit hours (exclusive of any course ordinarily designed for freshman composition). Students may elect to complete one of two tracks: Literature or Writing-Intensive.

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 300-400 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 Medieval Literature: Old English or EN 312 Late Medieval Literature
   - b. EN 320 Renaissance: Tudor Literature or EN 321 Renaissance: Stuart Literature
   - c. EN 330 Augustan Literature or EN 331 Late 18th-Century Literature
   - d. EN 340 Romantic Literature or EN 351 Victorian Literature
   - e. EN 360 Modern British Literature or EN 361 Contemporary British Literature
   - f. EN 371 19th-Century American Literature or EN 372 20th-Century American Literature

3. Seven elective courses: 21 credit hours
   Four electives must be on the 400 level. For the 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. Wherever possible, students should take 300-level courses before taking 400-level courses.

4. A comprehensive exam administered by the English Department

5. With the written permission of the department chair, students may use as an elective for the English major one course in literature offered by the Department of Classical and Modern Languages and Cultures.

Minor in English: 18 credit hours (exclusive of freshman composition). Two 200-level literature courses; 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; one 400-level course; and one EN elective at any level.
Writing-Intensive Track

1. Two 200-level literature courses: 6 credit hours
   Majors are strongly encouraged to take 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 (a., b., c. on the preceding page) and two that are post-1800 (d., e., f. on the preceding page)

3. Writing Courses: 12 credit hours
   Two courses from the introductory level:
   - EN 300 Advanced Writing
   - EN 301 Introductory Poetry Writing Workshop
   - EN 302 Introductory Fiction Writing Workshop
   - EN 303 Introductory Creative Writing Workshop
   - EN 304 Introductory Creative Non-Fiction Writing Workshop
   CO 225, 270, 295, or 310 may be substituted for one introductory writing workshop.
   Two courses from the advanced level:
   - EN 401 Advanced Poetry Workshop
   - EN 402 Advanced Fiction Workshop
   - EN 403 Special Topics in Advanced Writing Workshop
   - EN 404 Advanced Creative Non-Fiction Workshop

4. Language and Literature Study: 3 credit hours. One course from:
   - EN 485 Contemporary English Grammar
   - EN 488 History of the English Language
   - EN 489 Studies in Rhetoric and Composition
   - EN 490 History of Literary Theory and Criticism

5. One 400-level literature seminar: 3 credit hours

6. One elective at any level: 3 credit hours

7. A comprehensive exam administered by the English Department

Minor in Creative Writing: Six required courses, at least four of which must be workshops: 1) one of EN 300, 303, 304; 2) one of EN 301, 302, 303 (303 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 20th-century literature; 5) one genre course or another writing workshop; 6) one elective writing workshop at the 300 or 400 level.
English

Teaching Licensure Requirements in English for Adolescent/Young Adults (AYA)

Students should note that the teaching licensure consists of courses in education. In addition to meeting these requirements, students must also meet the requirements of the English major. Students should consult with their advisors early in their program for details.

Students interested in an interdisciplinary major in world literature, offered through the Department of English and the Department of Classical and Modern Languages and Cultures, should consult the chair of either department. The program of courses selected for the major must be approved by the dean.

Course requirements for the Master of Arts in English are published in The Graduate Studies Bulletin.

103. BASIC COMPOSITION 4 cr. Equivalent of EN 111, but with greater attention to individual writing needs.

111-112. COMPOSITION AND RHETORIC I, II 3 cr. each. EN 111 or 103 prerequisite to 112. 111: review of principles of grammar and good usage; essentials of critical and expository writing; format and organization of term paper; detailed study of the formal and personal essay; frequent written assignments as well as a term paper. 112: further critical and expository writing in response to literature; frequent written assignments as well as a term paper.

114-116. ADVANCED FRESHMAN COMPOSITION I, II 3 cr. each. Placement in EN 114 depends on SAT or ACT score and quality of writing sample. 114: term paper, expository and critical writing in response to non-fiction prose and literature. 116: expository and critical writing in response primarily to literature, which may include poetry, fiction, drama, creative non-fiction.

199. SPECIAL TOPICS IN ENGLISH LANGUAGE AND COMPOSITION 1-4 cr. Topic, prerequisite (if any), and number of credits announced each time the course is offered. Does not satisfy Core composition requirement.

201. INTRODUCTION TO POETRY 3 cr. Diction, form, and organization as principles of poetic communication and as bases for exercises in interpretation and evaluation.

202. INTRODUCTION TO SHORT FICTION 3 cr. Critical examination of short fiction. Selections from such authors as Hawthorne, Conrad, Chekhov, James, Hemingway, O’Connor, Welty.

203. WORLD DRAMA 3 cr. Chronological survey showing the history, changing patterns, and dramaturgical techniques from classical beginnings to modern times.

204. INTRODUCTION TO THE NOVEL 3 cr. Detailed examination of analytical techniques needed for the critical reading of fiction.

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 twentieth century.
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, and tragedies.

277. MAJOR AMERICAN WRITERS 3 cr. Strongly encouraged for all English majors. Critical survey of American authors and literary periods from the colonial period to the present.

278. INTRODUCTION TO AFRICAN AMERICAN LITERATURE 3 cr. Survey of major African American writers.

281. MASTERPIECES OF WESTERN LITERATURE I 3 cr. Literary masterworks of Western literature from the ancient, Medieval, and Renaissance periods.

282. MASTERPIECES OF WESTERN LITERATURE II 3 cr. Literary masterworks of Western literature from the Neoclassical period to the present.

283. CANADIAN LITERATURE 3 cr. Major works, authors, and literary traditions of Canadian literature.

284. INTRODUCTION TO WOMEN’S LITERATURE 3 cr. Women’s issues in literature; works by women writers; introductory feminist analysis.

285. INDIAN LITERATURE 3 cr. Major works, authors, and literary traditions of the classical and modern Indian literatures of India. All readings will be 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 IN TRANSLATION 3 cr. Key texts and authors of different historical eras, from ancient Japan to the present. Also, the historical and cultural developments in Japan that influenced literary production. All readings in English.

289. INTERNSHIP 1-3 cr. Permission of chair required. Supervised and directed experiential learning in a position relevant to a major sequence of study. Students may petition to have a three-credit internship count as an elective toward completing major requirements.

290. PRINCIPLES OF TUTORING 3 cr. Theories and practices of effective writing tutoring.

299. SPECIAL TOPICS IN LITERATURE 3 cr. Introductory literature courses designed especially to meet Core requirements for Diversity (D), International (R/S), or Writing-intensive (W) courses. Open to non-majors. Topics announced each time course is offered in the semester schedule of classes.

300. ADVANCED WRITING 3 cr. Prerequisites: EN 103, 112; or EN 111, 112; or EN 114, 116; or placement out of freshman English as determined during freshman orientation. Fundamentals and practice in the essay and other non-fiction forms; emphasis on writing for specialized audiences.

301. INTRODUCTORY POETRY WRITING WORKSHOP 3 cr. Prerequisites: EN 103, 112; or EN 111, 112; or EN 114, 116; or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of writing poetry.
302. INTRODUCTORY FICTION WRITING WORKSHOP 3 cr. Prerequisites: EN 103, 112; or EN 111, 112; or EN 114, 116; or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of writing short stories.

303. INTRODUCTORY CREATIVE WRITING WORKSHOP 3 cr. Prerequisites: EN 103, 112; or EN 111, 112; or EN 114, 116; or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of creative writing across genres.

304. INTRODUCTORY CREATIVE NON-FICTION WORKSHOP 3 cr. Prerequisites: EN 103, 112; or EN 111, 112; or EN 114, 116; or placement out of freshman English as determined during freshman orientation. Fundamentals and practice of writing creative non-fiction.

311. MEDIEVAL LITERATURE: OLD ENGLISH 3 cr. Prerequisite: a 200-level literature course. Major authors, themes, genres, and forms of British literature during the Anglo-Saxon period.

312. LATE MEDIEVAL LITERATURE 3 cr. Prerequisite: a 200-level literature course. Major authors, themes, genres, and forms of British literature from c. 700 to 1500.

320. RENAISSANCE: TUDOR LITERATURE 3 cr. Prerequisite: a 200-level literature course. Major authors, themes, genres, and forms of British literature of the sixteenth century.

321. RENAISSANCE: STUART LITERATURE 3 cr. Prerequisite: a 200-level literature course. Major authors, themes, genres, and forms of British literature of the seventeenth century.

330. AUGUSTAN LITERATURE 3 cr. Prerequisite: a 200-level literature course. Major authors, themes, genres, and forms of British literature during the first half of the eighteenth century.

331. LATE EIGHTEENTH-CENTURY LITERATURE 3 cr. Prerequisite: 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. Major authors, themes, and genres of British Romanticism.

351. VICTORIAN LITERATURE 3 cr. Prerequisite: a 200-level literature course. Writers, themes, and genres of British literature from approximately 1830-1900.

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. NINETEENTH-CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: a 200-level literature course. Authors, genres, and works of nineteenth-century American literature.

372. TWENTIETH-CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: a 200-level literature course. Authors, genres, and works of twentieth-century American literature.

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 each time the course is offered.
401. ADVANCED POETRY WRITING WORKSHOP 3 cr. Prerequisite: EN 301 or 303. Intense, advanced work in crafting poems.

402. ADVANCED FICTION WRITING WORKSHOP 3 cr. Prerequisite: EN 302, 303, or 304. Intense, advanced work in crafting short stories.

403. SPECIAL TOPICS WRITING WORKSHOP 3 cr. Prerequisite: EN 302, 303, or 304. Topic of special writing projects announced in advance.

404. ADVANCED CREATIVE NON-FICTION WORKSHOP 3 cr. Prerequisite: EN 302, 303, or 304. Intense advanced work in creative non-fiction prose.

410. OLD ENGLISH LANGUAGE 3 cr. Prerequisite: a 200-level literature course. Study of Old English language.

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.

412. MEDIEVAL DRAMA 3 cr. Prerequisite: a 200-level literature course. Drama of the Middle Ages.

413. STUDIES IN OLD ENGLISH LITERATURE 3 cr. Prerequisite: a 200-level literature course. Selected issues, authors, and genres of Anglo-Saxon literature; specific topic announced in advance.

416. CHAUCER 3 cr. Prerequisite: a 200-level literature course. Major writings, with a study of their backgrounds, art, and language. Emphasis on The Canterbury Tales and Troilus and Criseyde.

420. 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.

423. ENGLISH RENAISSANCE DRAMA 3 cr. Prerequisite: a 200-level literature course. Theatrical conditions and chief playwrights of the English Renaissance, exclusive of Shakespeare.

425. MILTON 3 cr. Prerequisite: a 200-level literature course. Detailed examination of the major and minor works as representative of literary and cultural developments of the Baroque period.

426. SPENSER 3 cr. Prerequisite: a 200-level literature course. Major writings of Edmund Spenser; special emphasis on The Faerie Queene.

430. STUDIES IN EIGHTEENTH-CENTURY LITERATURE 3 cr. Prerequisite: a 200-level literature course. Specialized study of issues, authors, and genres of literature of eighteenth-century England; specific topic announced in advance.

431. DRAMA OF THE RESTORATION AND EIGHTEENTH CENTURY 3 cr. Prerequisite: a 200-level literature course. English drama from Davenant to Sheridan, with emphasis on the stage as a reflector of the period.

441. STUDIES IN ROMANTIC LITERATURE 3 cr. Prerequisite: a 200-level literature course. Specialized study of Romantic literature; specific topic announced in advance.

445. BRITISH WOMEN WRITERS 3 cr. Prerequisite: a 200-level literature course. Nineteenth-century British women writers; course may occasionally include selected eighteenth and twentieth-century women writers.

453. KEATS 3 cr. Prerequisite: a 200-level literature course. Examination of the poetry of John Keats.

454. STUDIES IN VICTORIAN LITERATURE 3 cr. Prerequisite: a 200-level literature course. Specialized study of Victorian literature; specific topic announced in advance.

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 twentieth-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 NINETEENTH-CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: a 200-level literature course. Specialized study of nineteenth-century American literature; specific topic announced in advance.

471. STUDIES IN TWENTIETH-CENTURY AMERICAN LITERATURE 3 cr. Prerequisite: a 200-level literature course. Specialized study of twentieth-century American literature; 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.

482. STUDIES IN CONTEMPORARY POETRY 3 cr. Prerequisite: a 200-level literature course. Specific topic announced in advance.

483. STUDIES IN CONTEMPORARY THEATRE 3 cr. Prerequisite: a 200-level literature course. Specific topic announced in advance.

484. STUDIES IN CONTEMPORARY FICTION 3 cr. Prerequisite: a 200-level literature course. Specific topic announced in advance.

486. STUDIES IN MODERN DRAMA 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.

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.

495. CRITICAL PRACTICE 3 cr. Prerequisite: a 200-level literature course. Survey of options available to literary critics of the twentieth century, and practice in the application of criticism to literary texts.

496. FRAMED NARRATIVES: NOVEL AND CINEMA 3 cr. 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 1-3 cr. Prerequisite: a 200-level literature course. Consent of project advisor and department chair. Special projects in literature. Projects must be approved before registration. See chair for forms and guidelines.

499. SPECIAL STUDIES 1-3 cr. Prerequisite: a 200-level literature course. Selected topics announced in advance.
Entrepreneurship (ER)

Professor: J. C. Soper

Entrepreneurs create new ventures in both the for-profit and not-for-profit (social) arenas. Examples of entrepreneurial enterprises are: Habitat for Humanity, Kaboom, Google, E-Bay, Zappos, and Twitter. Future entrepreneurs pursue majors in either 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.

The Entrepreneurship minor is open to all students regardless of major. Required coursework, 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 the College of Arts & Sciences and the Boler School of Business teach the courses in the minor, which is administered by an interdisciplinary faculty committee under the supervision of the John J. Kahl Sr. Chair in Entrepreneurship.

Minor Requirements

The Arts & Sciences track: ER 101, 102, 203, 204, 305*, 306*, and 480, plus one approved ethics course (21 hours).

The Business track: ER 101, 102, 203 (or MN 364), ER 204, FN 312, MK 301, and ER 480, (or MN 480), plus PL 311 (21 hours).

*Open only to majors in the College of Arts & Sciences

101. CREATIVITY, INVENTION, AND INNOVATION 1 cr. The creative process: What it is, how to improve it, how to work with it. Using a project-focused approach, students will learn about creative thinking as it applies to the development of innovations and inventions in the arts, sciences, and business.

102. IDEA DEVELOPMENT 2 cr. Prerequisite: ER 101. Alternative representations of the opportunity recognition process. Students will learn how to move from an idea as a vague concept to an innovation as a well-designed idea.

203. INTRODUCTION TO ENTREPRENEURSHIP 3 cr. Prerequisites: ER 101 and 102. Study of entrepreneurship and its role in new venture creation, as well as its impact on economic growth and development. Explores the functional areas of business, including project development, production and operations, marketing and sales, finance and accounting.

304. SOCIAL ENTREPRENEURSHIP 3 cr. Prerequisite: ER 203. Applies the principles examined in ER 203 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 non-profit and social objectives.
Entrepreneurship

305. ACCOUNTING & FINANCE FOR ENTREPRENEURS 3 cr. Prerequisite: 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: the cost of capital, time value of money, and the sources of, and approaches to raising, entrepreneurial capital.

306. ENTREPRENEURIAL MARKETING & SALES 3 cr. Prerequisite: 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.

480. ENTREPRENEURSHIP FIELD EXPERIENCE 3 cr. Prerequisite: completion of at least 12 hours of course work in the minor, including ER 305 or 306 (AC 210-202 and FN 312 or MK 301 for students on the Business track). Students, as members of a consulting team, visit and analyze a Cleveland-area social enterprise or business firm and complete a total field analysis of the entity. This requirement may also be satisfied through an approved internship under the guidance of a member of the Entrepreneurship Curriculum Committee.
Finance (FN)

Professors: F. J. Navratil, L. D. Brooks, D. C. Schirm; Associate Professor: G. E. Porter; Assistant Professor: S. B. Moore

The primary goal of the finance program is to extend the understanding of financial theory and practice among our students, the University, and the broader community. We pursue this goal through quality teaching and advising, significant research, and appropriate community involvement.

The general goal of the department’s undergraduate finance program is to cultivate students’ critical thinking skills and to aid them in developing a logical, ordered approach to solving business problems. Students completing a finance program offered by the department should gain the knowledge and understanding of financial theory and practice so that they can:

- Demonstrate proficiency in the use of the language of finance in both oral and written form.
- Demonstrate the ability to apply financial analysis to a wide range of personal and business problems.
- Consider ethical issues raised in business situations in the context of their moral and spiritual values.
- Make a successful transition into the workforce or further professional education.
- Develop the ability to evaluate personal and business financial decisions within the context of their moral and spiritual principles.

Finance applies economics, accounting, and mathematics to financial decision-making. Corporate finance analyzes how firms should manage and fund their assets. Courses in finance deal with a wide array of companies, including small firms, companies regulated by governmental bodies, and large corporations 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. Students in the University’s finance program are actively sought by corporate recruiters, who know the students have been well prepared for the world of
contemporary finance. Many finance students become financial analysts and managers. Others enter the consulting or legal professions or develop careers in the various occupations related to investment activity or financial institutions. Many John Carroll University graduates in finance have become high-ranking financial officers of prominent and successful companies or have achieved important positions in banks and governmental agencies active in financial matters.

Major Requirements

Major in Finance: A total of 64-70 credit hours as described below.

Business Core: 40-43 credit hours, including AC 201-202 and 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. Focuses on personal financial decision-making, including use of credit, use of insurance products, use of banking and other financial services, and investing for future financial goals.

312. BUSINESS FINANCE 3 cr. Prerequisites: two semesters each of accounting and economics (EC 201-202), and EC 208. Financial problems in organization, operation, expansion, and reconstruction of business concerns, particularly the corporate type.

316. MANAGEMENT OF FINANCIAL INSTITUTIONS 3 cr. Prerequisite: FN 312. Management strategies and operating policies of financial institutions, management effects of regulatory policies, and the theory of financial intermediation. Use of financial markets and instruments in managing financial institution assets and liabilities.

342. INVESTMENTS 3 cr. Prerequisite: minimum grade of C in FN 312. Principles governing 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.
Finance

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. Students make extensive use of spreadsheet modeling and simulation software to address complex financial problems. Topics include capital budgeting, financial planning, working capital management, capital structure, and dividend payout policy.

441. PROBLEMS IN BUSINESS FINANCE 3 cr. Prerequisite: FN 440 and one other FN course. Practice in the analysis of typical problems arising in the financial management of business enterprises. Capstone course in the finance sequence, incorporating examples and case studies.

442. RISK MANAGEMENT AND INSURANCE FUNDAMENTALS 3 cr. Prerequisite: 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 instructor permission. Focuses on the Dornam Fund, a student-managed investment portfolio. The course provides students with theory and experience in professional money management, including identification of investment objectives, assessment of information for security selection, and evaluation of fund performance.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: finance major with 3.0 average in finance; consent of chair and instructor. Research project supervised by a member of the department willing to act as advisor. The student selects an aspect of finance, establishes goals, and develops a plan of study. Plan must be approved by the chair and filed with the dean’s office. Consult the chair for departmental guidelines established for such study.
French (FR)

Professor: H. N. Sanko; Associate Professors: M. N. Richards, M. Pereszlenyi-Pinter (Chair)

The program in French is offered by the Department of Classical and Modern Languages and Cultures. (For general information about the department see page 167). All courses are taught in French, unless otherwise noted. The mission of the French section is to help students acquire knowledge of the languages, literatures, and cultures of France and Francophone countries. Through beginning, intermediate, and advanced language courses, students develop the skills to read, write, speak, and understand French. Courses on the literatures and cultures of French-speaking communities in France and in other countries of Europe, Africa, the Caribbean, North and South America, as well as the French possessions in the Indian and Pacific Oceans, instill an appreciation of Francophone cultures in their diversity. Extracurricular projects promote active engagement in cultural and linguistic exchanges. In keeping with the broader liberal arts mission of John Carroll University, the French section seeks to train students in the skills of both critical analysis and written and oral argument, skills that they can use in graduate school or in their future professional and personal lives. All students are also strongly encouraged to study in a French-speaking country.

**Major and Minor Requirements**

**Major in French:** 36 credit hours, including FR 315, 325, and 326.

**French track:** May include one course (3 credit hours) with French or Francophone content from International Cultures (IC) or approved cognate areas. A comprehensive examination is required.

**French Studies track:** May include up to 4 courses (12 credit hours) with French or Francophone content from International Cultures (IC) or approved cognate areas. A comprehensive examination is required.

**Minor in French:** 21 credit hours, beginning at any level. Courses numbered 301-302 are strongly recommended for all majors and minors. “Bridge courses” (those numbered 300 through 320) are also strongly recommended to improve language skills before taking on more advanced language, literature, and culture courses.
French

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. (Fall)

102. BEGINNING FRENCH II 3 cr. Prerequisite: FR 101 or equivalent. Continuation of FR 101. (Spring)

201-202. FRENCH IN REVIEW I, II. Prerequisite: placement test or FR 102 or equivalent; 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. (Fall-201, Spring-202)

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each. Supervised independent study of French at the intermediate level.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

301-302. FRENCH CONVERSATION AND COMPOSITION 3 cr. Prerequisite: placement test or FR 202 or equivalent. Review of French with a focus on building oral and written proficiency through exposure to various media, including music, television, film, Internet, and print media. (Fall-301, Spring-302)

303. SELECTED SHORT READINGS IN FRENCH 3 cr. Prerequisite: FR 202 or equivalent. Introduction to reading literature in French. Selections of popular, classical, and modern works, including short stories, dramatic works, and poetry presented in their cultural contexts.

304. THE QUEST FOR BEAUTY THROUGH FRENCH LITERATURE AND THE ARTS 3 cr. Prerequisite: FR 202 or equivalent. Study of French literature and visual and other arts (architecture, painting, sculpture, and music, including the ballet); representative sampling of works from various literary periods.

306. FRENCH FOR BUSINESS 3 cr. Prerequisite: FR 202 or equivalent. No previous study of business expected. Emphasis on terminology and practices of commercial French. Introduction to the world of business and technology in France and Francophone countries. Study of socioeconomic issues affecting business; everyday commercial activities such as job interviews, on-the-job routines, banking. Continued development of language skills appropriate to the course topic and level of students. Students have the option to take the examination for the “Diplôme” offered by the Chambre de Commerce et d’Industrie de Paris.

307. THE MEDIA AND POPULAR CULTURE IN FRANCE 3 cr. Prerequisite: FR 202 or equivalent. Representative sampling and comparative analysis of television, radio, and the press, and also as reflected in popular culture.

309. LA LOUISIANE HIER ET AUJOURD’HUI 3 cr. Prerequisite: FR 202 or equivalent. Historical, literary, and cultural legacy of French Louisiana from the colonial period to the present day. Emphasis on creole and cajun cultures and literature of French expression.

311. FRENCH CIVILIZATION 3 cr. Prerequisite: FR 202 or equivalent. Examination through texts, films, and other media of major historical, intellectual, and artistic influences that have shaped the evolution of French civilization. Identification of values and myths that have contributed to the formation of modern France and continue to influence contemporary French culture.
312. LE QUÉBEC ET L’AMÉRIQUE 3 cr. Prerequisite: FR 202 or equivalent. Culture, history, literature and film of French-speaking Canada with emphasis on Québec.


315. EXPLICATION DE TEXTES 3 cr. Prerequisite: FR 202 or equivalent. Introduction to French literature and culture through the analysis of the principal literary forms: poetry, drama, and prose. Texts chosen chronologically from French and Francophone literatures. Suggested prerequisite for all other French literature courses; may be taken simultaneously with other French courses at the 300 level or above.

319. PARIS-PLAISIR 3 cr. Prerequisite: FR 202 or equivalent. Historical, literary, and cultural legacy of the city of Paris and surrounding area, through literature (poetry, novel, drama), cultural readings, and discussion of contemporary film.

320. WOMEN IN FRENCH LITERATURE AND CULTURE 3 cr. Prerequisite: FR 202 or equivalent. 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 Bá, Maryse Condé, Assia Djebar, Hélène Cixous, and Julia Kristeva.

325, 326. READINGS IN FRENCH LITERATURE 3 cr. each. Prerequisite: FR 315 or equivalent or permission of instructor. FR 325: Middle Ages through the French Revolution; FR 326: 19th century to present day.

398. SUPERVISED STUDY 3 cr. Supervised independent study. Permission of instructor.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

402. ADVANCED GRAMMAR, SYNTAX, AND COMPOSITION 3 cr. Theory and practice of correct grammatical usage based on everyday as well as literary language; guided and creative exercises in advanced composition.

428. MARTINIQUE & GUADELOUPE IN LITERATURE & FILM 3 cr. Study of French literature and film from the French Antilles (also known as the Caribbean Islands), with emphasis on culture via readings in postcolonial literature, and viewing and discussion of related films. Authors under study: Aimé Césaire, Joseph Zobel, Françoise Ega, and Maryse Condé.

465. FRENCH FICTION AND FILM 3 cr. Discussion of literary texts and their film versions. Special attention to the changes in narration, structure, and development of the subject.

480. EIGHTEENTH-CENTURY STUDIES AND THE ENLIGHTENMENT 3 cr. Readings from selected authors and Diderot’s Encyclopedia.

498. ADVANCED SUPERVISED STUDY 3 cr. Supervised independent study on special topics. For advanced students, by permission of instructor.

499. SPECIAL TOPICS 1-3 cr. Occasional course on a selected topic announced in advance.
German (GR)

Associate Professor: J. Karolle-Berg

The program in German language, literature, and culture at John Carroll prepares students to enter areas such as business, law, education, the non-profit sector, and government. At all course levels, students engage in active learning through proficiency-based instruction. In addition to developing proficiency in German, majors and minors in German gain an understanding of the cultural perspectives, products, and practices of the German-speaking world; make connections between developments in German literature and culture and trends in history, philosophy, and politics; and strengthen their communicative and analytical skills.

The German major and minor complement a number of courses of study and allow 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, participation in a play production, or a thesis.

For general information about the language department, see page 167.

**Major and Minor Requirements**

**Major in German:** 34-36 credit hours, as follows:

Students **may** count the following courses toward the German major:

- Two courses at the 200 level or above in a cognate area (history, political science, philosophy, etc.). Please see department chair for qualifying courses and approval.
- One IC or ML course. ML 308: Teaching Languages is recommended for education majors.
- Remaining credits **must** be earned in GR language, including:
  - GR 101-102, 201-202, GR 301-302 or the equivalent.
  - An experiential learning component: GR 275, 396, or 496.
  - At least two additional GR courses at the 300 level or higher.

**Minor in German:** 21 hours, beginning at any level. One course in a cognate area (history, political science, philosophy, etc.) or up to 3 credits of experiential learning may be applied to the minor.
101. BEGINNING GERMAN I: THE GERMAN-SPEAKING WORLD I 3 cr. each. Introduction to German, with focus on speaking, listening, reading, and writing. Students learn to ask and answer questions and share information about themselves, their families, and their daily activities. Open only to students with no previous study of German. (Fall)

102. BEGINNING GERMAN II: THE GERMAN-SPEAKING WORLD 3 cr. Prerequisite: GR 101 or equivalent. Expansion of skills acquired in GR 101. Students build on their basic knowledge of everyday German-speaking culture (through topics such as tourism and transportation and leisure activities), improve their communicative competence, and develop skills needed to negotiate a variety of cultural settings. (Spring)

201-202. INTERMEDIATE GERMAN I, II: ISSUES IN GERMAN-SPEAKING CULTURES 3 cr. Prerequisite for 201: GR 102 or equivalent; prerequisite for GR 202: GR 201 or equivalent. Grammar review and practice of speaking, writing, reading, and listening, coupled with themes in contemporary German society, including geography. German history since 1945, popular culture, and multiculturalism. (Fall-201, Spring-202)

275. GERMAN PLAY PRODUCTION 1 cr. Prerequisites: GR 101 or equivalent; instructor’s and chair’s permission. Participation in a German-language play. Meets last 6 weeks of semester. May be repeated for credit.

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)

306. THE GERMAN-SPEAKING WORLD TODAY: ISSUES IN ECONOMICS, POLITICS, AND SOCIETY 3 cr. Introduction to social systems and issues in the German-speaking world, including education, immigration, the social market economy, and Germany's position in the European Union.

310. GERMAN FILM 3 cr. Important filmmakers from 1910 to the present; their relation to German cultural and social history of the period.

313. GERMAN CULTURE SINCE 1945 3 cr. The cultural resonance of divided and unified Germany, Holocaust commemoration, multiculturalism, and Germany in Europe.

316. INTRODUCTION TO GERMAN LITERATURE 3 cr. Readings and discussions of 20th and 21st-century German-language literary texts, such as short stories, plays, and poems; introduction to the analysis of literary texts. May be taken concurrently with GR 301 or 302.

375. GERMAN DRAMA: FROM THEORY TO PERFORMANCE 3 cr. German dramatic theory, interpretation of major German dramas, performance of German-language dramas.

396. EXPERIENTIAL LEARNING IN GERMAN STUDIES 3 cr. Prerequisite: GR 301 or permission of instructor. Directed experiential learning through an independent project or internship. May be repeated for a total of 3 credits. Department chair’s permission required.

398. SUPERVISED STUDY 1-3 cr. Supervised independent study of German language, literature, or culture.

399. SPECIAL TOPICS 1-3 cr. Rotating focus on a specific theme, genre, or time period on German literature or culture. Topic announced in advance. May be repeated for credit.

496. SENIOR THESIS 3 cr. Prerequisites: instructor’s and chair’s permission. 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.
German

498. ADVANCED SUPERVISED STUDY 1-3 3 cr. Supervised independent study of German language, literature, or culture. For advanced students. May be repeated for credit.

499. SEMINAR: SPECIAL TOPICS 3 cr. Rotating focus on a specific theme, genre, or time period in German literature or culture. Topic announced in advance. May be repeated for credit.
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 167. For courses in Latin, see page 250.

**101. BEGINNING GREEK I 3 cr.** Introduction to ancient Greek, the language of Socrates, Homer, and the New Testament, through study of the fundamentals of grammar and vocabulary. Emphasis on the development of reading skills. (Fall)

**102. BEGINNING GREEK II 3 cr.** Prerequisite: GK 101 or equivalent. Continued study of ancient Greek language and culture through further acquisition of fundamental vocabulary, grammar, and syntax. Continued reading and discussion of passages. (Spring)

**232. GREEK AUTHORS 3 cr.** Continued development of reading skills through reading from one selected author, such as Homer, Xenophon, Plato, or Lysias. Discussion of the author’s thought and historical context. May be repeated with a different author.

**280. READING IN THE GOSPELS 3 cr.** Readings from one of the Gospels may be repeated with a different author. Focus on New Testament vocabulary and syntax.


**301. GREEK WRITING 3 cr.** Practice in writing idiomatic Greek prose.

**320. PLATO 3 cr.** Selected works. Projects on Plato’s philosophical theories.

**330. GREEK HISTORICAL PROSE 3 cr.** Reading from the works of one selected Greek historian, such as Herodotus, Thucydides, or Xenophon. Projects in Greek historiography. May be repeated with a different author.

**340. HOMER 3 cr.** Readings of selections 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.

**398. SUPERVISED STUDY 3 cr.** Supervised independent study. Permission of instructor required.

**399. SPECIAL TOPICS 3 cr.** Occasional course on a selected topic announced in advance.

**442. GREEK LYRIC 3 cr.** Poetry from the archaic and classical periods of Greece, including such authors as Archilochus and Sappho. Examination of the themes of love, war, and the symposium. Emphasis on the personal voice and the poet’s persona, the cultural context of the poetry, and the genesis of important literary genres.

**450. GREEK DRAMA 3 cr.** Reading from the plays of one of the following: Aeschylus, Sophocles, Euripides, Aristophanes, Menander. Projects on the origins of drama, historical
Greek

background, social and political ideas of the times, and staging conventions. May be repeated with a different author.

490. HISTORY OF GREEK LITERATURE 3 cr. Survey of writings from Homer to the Alexandrian period, with extensive readings in the major authors. Reflection of these works in modern literature.

498. ADVANCED SUPERVISED STUDY 3 cr. Supervised study on special topics. For advanced students. May be repeated with a different subject matter.

499. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
History (HS)

Professors: D. W. Robson, M. P. Berg, A. Kugler; Associate Professors: J. H. Krukones (Associate Academic Vice President), R. W. Purdy, R. J. Kolores, D. P. Kilbride (Chair), P. V. Murphy, M. Marsilli; Assistant Professor: J. M. McAndrew

History explores the totality of human experience using methodologies drawn from the humanities and the social sciences. The historian uses original sources and the writings of other scholars to offer complex explanations for significant social, cultural, economic, and political developments. History helps students understand long-term transformations and appreciate the contexts of time and place. Students gain a deeper appreciation of their own and other cultures, preparing them to contribute meaningfully to the contemporary world and to understand problems rooted in cultural misunderstandings and political and economic inequities.

Major and Minor Requirements

Major in History: 39 credit hours, at least 18 of which must be at the 300 and 400 level. At least 20 hours must be taken in residence. One 100-level course, HS 261, and HS 490 or 491 are required. At least two courses in each of the following areas must be taken: American; European; and Asian, African, or Latin American. In addition, students must include in their program two courses that concentrate on a period before 1800, and two that concentrate on post-1800 history. Elective courses in the major should be selected to focus on a region or a theme to be pursued in the Senior Seminar or Senior Thesis.

For students working toward licensure in secondary education, careful and early planning in consultation with the Department of Education and the academic advisor is essential. These programs may entail work beyond the normal four years. Students in the Integrated Social Studies teaching licensure program must complete the following history courses as part of their curriculum content requirements: HS 201, 202, 211, 212, 261, 271, 490. Special area studies courses (at least one course from each category; three courses total): Global Studies: HS 119, 120, 151; Area Studies: HS 170, 180, 274, 280. Upper-division courses: 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. Selection of the courses must be approved by the chair or a designated member of the department.

HP 291 (Justice and Democracy in a Global Context) also counts toward the major or the minor in history.
History

Through its Core curriculum course offerings, its major program, and other activities, the History Department fosters the skills, knowledge, and habits of mind that enable students to achieve success at John Carroll and in their later lives and careers. Specific course and program goals for students include:

- Developing academic skills, including analytical reasoning, research techniques, and oral and written communication.
- Integrating historical knowledge with that acquired through other liberal arts disciplines and experiential learning.
- Gaining knowledge of human experience in varied regions and times, and as shaped by social characteristics such as race, gender, religion, nation, and class.
- Providing an opportunity to engage in serious reflection on significant ethical issues and questions of social justice.
- Cultivating within majors a competence in a particular theme, region, or time period sufficient to undertake a significant research and writing project, incorporating original sources and the work of other historians.

Any single course within the program may emphasize one or more of these goals. Students should start with one or more 100-level courses, which introduce students to the study of significant historical topics or themes through the use and interpretation of primary-source materials and historical arguments. Students should then proceed to traditional survey courses at the 200 level or advanced courses at the 300 or 400 level. Majors should take HS 261 (History as Art and Science) in the sophomore year and HS 490 (Senior Seminar) or 491 (Senior Thesis) in the senior year. Seniors are also required to take an exam on their general level of achievement in the major.

In consultation with their advisor, students majoring in history develop a thematic, regional, or chronologically-based concentration suiting their interests within the framework of a balanced program. Majors are urged to seek experiential learning opportunities that may involve internships through the department at a local historical society or course- or service-related travel components. Pertinent courses from other departments may be included in the major program upon the written approval of the student’s major advisor. Foreign language study beyond University Core requirements and/or statistics are recommended for students who plan to do graduate work in history.

Students who combine a history major with a second major or a minor or concentration complementing their 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, non-profit organizations, or graduate study in history. The department participates in the following interdisciplinary concentrations: Africana Studies, Catholic Studies, East Asian Studies, International Studies, Latin American Studies, Modern European Studies, and Perspectives on Sex and Gender (see pages 84-91). Program requirements and course descriptions for the Master of Arts in history are published in The Graduate Studies Bulletin.
Introduction to History Courses

110. THE SPANISH ARMADA 3 cr. Early modern European political and cultural world as seen through the lens of the clash between Spain and England in the later sixteenth century.

112. 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.

113. 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.

114. REVOLUTIONARY EUROPE 3 cr. Transformation in European government, economy, society, and culture in the period of the French and Industrial Revolutions.

116. WORLD WAR I & MODERNITY 3 cr. Origins of World War I, with particular emphasis on social, political, economic, and strategic factors; the experience of modern industrial warfare in the trenches and in civilian society; the impact of technology on perceptions of warfare; radicalization of political sentiments among revolutionaries and supporters of continued conflict; the peace settlement and its legacy.

118. THE WORLD AND THE WEST 3 cr. Reviews the major non-Western civilizations from 1400-1800. Focus on empire-building mechanisms, cultural exchanges, and identity.

120. TWENTIETH-CENTURY GLOBAL HISTORY 3 cr. Introduction to the major themes of twentieth-century history that have shaped our contemporary world.

121. THE COLD WAR 3 cr. Developments between 1917 and 1991 in U.S.-European and broader international perspective. 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 culture 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.

131. 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.

141. INTELLECTUAL HISTORY OF THE UNITED STATES 3 cr. Primary source-based study of important ideas, thinkers, and cultural trends in the United States from the colonial through the modern period. Topics include religion, including Puritanism, revivalism, church-state tensions, and nativism; the Enlightenment; Romanticism; slavery and sectional tensions; republicanism; Darwin and evolution; pragmatism; communism and anti-communism; and America’s place in a wider intellectual world.

142. THE UNITED STATES AND THE WORLD 3 cr. Examines United States 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.
History

150. WOMEN IN UNITED STATES HISTORY 3 cr. Multicultural analysis of women in and out of the mainstream of American political, economic, social, and cultural history. Women in reform movements, in the labor force, and in the home.

151. THE ATLANTIC WORLD 3 cr. Economic, social, and demographic impact of the interactions between Native American, West African, and Western European cultures in the New World from 1450 to 1812. Topics include the slave trade, the cultural development of the British colonies, Indian-European relations, and the exchange of goods, cultures, peoples, and diseases.

152. THE OLD SOUTH 3 cr. Development of the slaveholding regions of the 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.

153. WORKING-CLASS AMERICA 3 cr. Introduction to American labor history during the nineteenth and twentieth centuries; segmentation of the labor force by race, ethnicity, gender, and region; working-class culture, family, communities; workplace, unionization, role of government in labor relations.

154. THE WITCHES OF SALEM 3 cr. Possible causes of the Salem Village Witchcraft outbreak of 1692 through use of primary sources and conflicting secondary accounts; presentation of the episode to modern audiences through literature and film.

155. SPORTS IN AMERICAN SOCIETY 3 cr. History of sports in America seen both as product and shaper of the surrounding society and culture. Topics examined include relationships between sports and urbanization, economic development, race, and gender.

168. THE BORDER/LA FRONTERA 3 cr. Historical introduction to the U.S.-Mexico border region as both connected to and as distinct from Mexico and the U.S.; the historical presence and continuing migration of Mexicans into the U.S.; the border region’s historical, present, and potential impact on American identity and society.

170. INTRODUCTION TO LATIN AMERICAN HISTORY AND CULTURE 3 cr. Surveys the main topics in Latin American history using movies as discussion settings. Topics include Indian groups, women’s roles, military dictatorships, and problems of human rights.

180. CONTEMPORARY EAST ASIAN HISTORY 3 cr. Examines political, social, economic, cultural, and foreign relations of China, Japan, and Korea since 1945.

195-197. SPECIAL TOPICS 1-3 cr. Topics: 195: American; 196: European; 197: Asian, African, or Latin American. Specific title and number of credits announced in the semester course schedule. Directed readings or individual research by permission of chair.

Survey Courses

201, 202. WESTERN CIVILIZATION 3 cr. each. Major ideas, events, and individuals that have shaped European society from its antecedents in ancient times to the contemporary era. 201: earliest times to the sixteenth century; 202: sixteenth century to the present.

208. THE IRISH IN HISTORY 3 cr. Ireland’s pasts and impacts on goals of unity and independence; comparison with other European and non-European colonized peoples seeking national and cultural identity; beliefs on “national character” in fiction and film.

211, 212. HISTORY OF THE UNITED STATES 3 cr. each. Survey of U.S. political, economic, social, and cultural history. Emphasizes diversity of the nation’s people and how
History

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.

261. HISTORY AS ART AND SCIENCE 3 cr. Exploration of history as a way of knowing and communicating the past; historiography, research, and writing methodology; developing a historical perspective. Designed for prospective majors; does not offer Division II core credit.

271. WORLD GEOGRAPHY 3 cr. Thorough review of place geography; relationships between humans and the physical environment, including climate, soils, resources, and landforms. Analysis of regional areas. Does not offer Division II core credit.

273. COLONIAL LATIN AMERICAN HISTORY 3 cr. Colonial period in Latin America (to 1810). Focus on the impact of the European conquest over the native groups, the effects of conversion to Catholicism, and subsequent changes in gender roles.

274. MODERN LATIN AMERICAN HISTORY 3 cr. Main issues involved in the making of modern Latin America (1810 to present). Identity formation processes, military history, gender problems, and human rights topics.

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 historic development on contemporary events.

280. MODERN EAST ASIAN HISTORY 3 cr. Impact of imperialism, revolution, and war from the mid-nineteenth century to the present on East Asian modernization and globalization; focus on China, Japan, and Korea.

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 from the 17th-century Tokugawa Era to present day.

295-297. SPECIAL TOPICS 0-3 cr. Topics: 295: American; 296: European; 297: Asian, African, or Latin American. Specific title and number of credits announced in the semester course schedule. Directed readings or individual research by permission of chair.

Advanced Courses

300. HISTORY OF THE ANCIENT NEAR EAST (RL 300) 3 cr. History, culture, and religion of Egypt, Mesopotamia, and Syro-Palestine.

301. ANCIENT GREEK HISTORY (CL 301) 3 cr. Greek history from the Minoan period through the zenith of Athenian democracy, to the conquests of Alexander and eventual incorporation into the Roman empire. Special emphasis on Greek cultural achievements.

302. ROMAN HISTORY (CL 302) 3 cr. History of Rome from its humble beginning, through the Roman Republic, to the creation and collapse of the Roman empire. Attention paid to all aspects of Roman life, from family and social structure to political institutions.

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, diplomatic, and economic developments in western Europe. Rise of the national state; growth of industry; political democracy.
**History**

**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 methodologies of assessing them, especially as compared with written history; documentaries and dramatic features as historical sources that reflect their eras of origin.

**336. THE HOLOCAUST 3 cr.** Racism and anti-Semitism in modern Europe; Nazi propaganda and legal measures against German Jews in 1930s; transition from discrimination to Europe-wide genocide during Second World War; experiences of victims and perpetrators; postwar Holocaust denial; impact of the Holocaust on memory in Germany, the U.S., and elsewhere since 1945.

**341. RACE AND SEX IN AMERICAN POPULAR CULTURE 3 cr.** How nineteenth and twentieth-century American popular culture has reflected and contributed to the construction of racial identities, particularly in popular culture’s use and treatment of sexual themes.

**342. IMMIGRANT AMERICA 3 cr.** Immigration and ethnicity in nineteenth and twentieth-century America; emphasis on voluntary migrants. Topics include expectations and adaptations of particular ethnic groups, tensions between group identity and assimilation, and response of native-born Americans to immigrants and immigration.

**343. SLAVERY AND ABOLITION 3 cr.** Development of African slavery in the Western hemisphere in the early modern period with a focus on the development of a biracial society on the North American mainland. Themes include the African background, the European origins of chattel slavery, the development of racism, labor, resistance, community life, religion, and the abolition movement.

**357. U.S. MILITARY HISTORY 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.

**371. OUR UNRULY DAUGHTERS: WOMEN AND THE CATHOLIC CHURCH IN EARLY MODERN SPAIN AND LATIN AMERICA 3 cr.** Focus 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.

405. 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.

406. MEDIEVAL SOCIETY AND INSTITUTIONS 3 cr. Various forces at work in the development of the political, religious, and cultural institutions of the Middle Ages from 500 to 1500.

411. RENAISSANCE EUROPE 3 cr. Political, intellectual, and cultural developments in Renaissance Italy. The movement of Renaissance culture into Northern Europe, emphasizing the continuity and differences with the Italian Renaissance.

412. REFORMATION EUROPE 3 cr. Breakup of the unity of Christendom. Emphasis on the major Protestant reform movements (Lutheranism, Calvinism, Anglicanism) and the Catholic Reformation.


416. EARLY MODERN ENGLAND 3 cr. Political, social, economic, religious, and cultural development of England from the War of the Roses through the Glorious Revolution.

417. FRENCH REVOLUTION AND NAPOLEON 3 cr. Enlightenment and the Old Regime; Jacobinism; social revolution; impact of the revolution on Europe and the world.

431. TOPICS IN COLONIAL AMERICAN HISTORY 3 cr. Social, political, religious, economic, and cultural development of England’s North American colonies from first settlement to mid-eighteenth century.

432. AMERICAN REVOLUTIONARY ERA 3 cr. The Revolution as a colonial war for independence and as a struggle for reform within America. Examines achievement of these goals as a new nation created.

433. TOPICS IN THE EARLY AMERICAN REPUBLIC, 1789-1828 3 cr. Social, cultural, political, and economic development of the 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.

437. EARLY AMERICAN CULTURE 3 cr. Intellectual and cultural history of the British mainland colonies and the U.S., 1600-1865. Topics include religious developments, regionalism, popular culture, and American-European cultural relations.

438. THE UNITED STATES, 1850-1877 3 cr. Social and political origins of the Civil War in the Old North and Old South, the secession crisis, military strategy, soldiers’ lives, leadership, the home front, women’s experiences, emancipation, and political and social reconstruction.

440. POLITICS AND REFORM IN INDUSTRIAL AMERICA, 1877-1945 3 cr. Social and political changes subsequent to and in response to the development of the U.S. as an industrial and urban nation and as a world military power.
History

442. UNITED STATES SINCE 1945 3 cr. Significant events and trends of the post-World War II period. Origins of the Cold War, McCarthyism, the civil rights and women’s movements, the Vietnam War, and recent developments in foreign and domestic policies.

447. UNITED STATES CONSTITUTIONAL HISTORY 3 cr. Development of the American constitutional system and interaction with other strands of the nation’s history, including political, social, economic, and religious. Focus on decisions of the Supreme Court.

452. MODERN JAPANESE HISTORY 3 cr. Japan’s rise as a world power, from the late Tokugawa Era (nineteenth century) to its postwar comeback. (HS 381 suggested as preparation, but not required.)

453. MODERN CHINESE HISTORY 3 cr. Political, cultural, social, and economic changes in China from the arrival of Westerners through the post-Mao era. (HS 382 suggested as preparation, but not required.)

456. RELATIONS OF THE PACIFIC RIM 3 cr. International, military, economic, and social relations among the cultures and nations of the Pacific Rim. Focus on the nations of the Northern and Western Pacific.

464. GENOCIDE AND WAR CRIMES 3 cr. Examines the period WW I 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; explores 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 from the collapse of Nazism. Occupation, denazification, and reconstruction; integration into rival Cold War alliances. Social and economic security, political stability, and cultural criticism in the West; East Germany as the showcase of the Eastern Bloc under state socialism from the 1960s through the 1980s. Peaceful revolution in 1989, reunification, its social and economic costs, and the European response; reflections on the Nazi and Stalinist pasts.

476. IN THE NAME OF THE INCAS: FROM IMPERIAL SPLENDOR TO COLONIAL COLLAPSE AND MESSIANIC RETURNS 3 cr. Incas’ imperial splendor and subsequent collapse as a result of the Spanish conquest. The role of the Incas as a utopian model of social organization among the native peoples of the Andean region.


488. RUSSIA IN REVOLUTION, 1900 TO THE PRESENT 3 cr. Russia’s turbulent history since 1900. Fall of tsarism, Bolshevik seizure of power and creation of the Soviet Union, Leninism and Stalinism, Second World War and Cold War, Gorbachev’s reforms, collapse of the USSR, and post-Soviet developments.

490. SENIOR SEMINAR 3 cr. Prerequisites: HS 261 and the completion of five additional courses in the major. The culminating experience of the history major, in which students demonstrate historical skills through common readings, class discussion, and written assignments.
History

491. SENIOR THESIS 3 cr. Prerequisites: HS 261, the completion of five additional courses in the major, and chair’s permission. 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 1-3 cr. Topics: 495: American; 496: European; 497: Asian, African, or Latin American. Specific title and number of credits announced in the semester course schedule.

498. INTERNSHIP 1-6 cr. Prerequisites: 2.7 average in history courses and chair’s permission; 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.
Honors Program (HP)

The Honors Program is intended to benefit students of high ability, encouraging them to expand and amplify their educational experience, to integrate their learning, to seek and respond to intellectual challenge, and to think critically and clearly.

The Honors Program offers a flexible program of study, designed for outstanding students, including seminars, honors courses, and special programs to encourage students to learn, to serve, and to achieve excellence.

Entering first-year students who qualify based on high school records, including class standing, grade-point average, and achievement scores, may be offered a place in the program or invited to apply by the director of the Honors Program. Students who have completed at least one semester at John Carroll, and transfer students who have an outstanding academic record, can also apply for admission to the program. Contact the director of the Honors Program for details of the admission process.

Once admitted to the program, students are expected to maintain active participation in the program and to demonstrate a commitment to high academic standards and intellectual growth. Progress towards completion of honors requirements will be subject to periodic review.

Honors Program Requirements. To graduate from the Honors Program, honors students must satisfy the following requirements.

1. First-Year Honors Colloquium (HP 101). This team-taught interdisciplinary seminar is required of all entering first-year students. Specific topics vary. Students who enter the Honors Program after the first year may take HP 101 or substitute another Honors course for the First-Year Honors Colloquium.

2. Honors-designated Courses. An honors student must take at least six “H” courses: at least two must be above the “intro level” (i.e., 100-level); and at least three must be from three different divisions of the Core. It is strongly recommended that at least one of these courses be a 300-level (or above) course. These “H” courses are normally three-credit courses; only one two-credit “H” course may be applied to this requirement. One-credit courses do not count as one of the six “H” courses.

“HP” classes and seminars at the 200, 300, or 400 level may replace one or more of the required “H” courses. However, HP 101 and 450 may not replace one of the “H” course requirements. One Honors Option course may replace one of the “H” course requirements. Specific guidelines and procedures for the Honors Option are available from the director.

“H” and “HP” courses may satisfy part of the University Core or major, minor, or concentration requirements as well as part of the requirements for the Honors Program, and thus may serve two purposes.

3. Additional Competency. To demonstrate that they have built a broad perspective from which to reflect on the world and its needs, all honors students must complete an additional competency beyond their major program. This
requirement may be met in a number of ways: through a second major, a minor, or a University-recognized interdisciplinary concentration; through a semester or more of University-approved study abroad credit (twelve or more credits); through a year of language (six or more credits) beyond the intermediate level; or through a year of calculus (from the sequence MT 135H-136H-233 or equivalent). At least one-half of the credits used to meet this requirement must be met through course work at John Carroll University or an approved study abroad program.

4. Senior Honors Requirement. Students must complete a senior project with a faculty advisor and submit it to the Honors Program for approval. Students may register either within a department or for HP 450 (Senior Honors Project). Students should normally register for HP 450 (or its equivalent) in the fall semester of their senior year. Guidelines for proposals and procedures are available from the director.

5. Maintain a 3.5 GPA. Students must attain a 3.5 GPA to graduate from the Honors Program, and are expected to maintain a GPA consistent with this requirement. With the approval of the Honors Committee, specific exceptions to this may be allowed.

With the guidance of faculty and academic advisors, honors students are expected to take an active role in planning their academic programs. To facilitate such planning, honors students are permitted wide latitude in their choice of courses and may, upon recommendation of the director of the Honors Program, be exempted from 3-12 hours of selected Core courses by the dean of the College of Arts and Sciences. In addition, honors students are encouraged to create their own majors (e.g., bioethics, history of world religions, Japanese studies, neuroscience, Western European political economy). Such self-designed majors must have a coherent focus, be well conceived, and explore areas not within the normal range of majors. They must also be approved by the director of the Honors Program and the dean of the College of Arts and Sciences.

For further details on the requirements and privileges of the Honors Program, please consult the Honors Program director, or visit our website at www.jcu.edu/honors.

"H" COURSES. These courses are special sections of classes taught within departments. Such courses are open to all students who meet course prerequisites, not just honors students. These courses usually are smaller in size, approach the topic from a slightly different perspective, draw upon more original sources, and provide a unique opportunity to engage in learning with an instructor. The particular courses will be announced in the semester schedule.

101. HONORS COLLOQUIUM 3 cr. Interdisciplinary and team-taught, with instructors from two different disciplines bringing their expertise to bear on a focused topic. The colloquium develops critical thinking and oral and written communication skills. Course is normally taken in the spring 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.
Honors Program

291. JUSTICE & DEMOCRACY IN A GLOBAL CONTEXT 3 cr. Interdisciplinary course taught by two or more faculty from different disciplines. Specific topics vary by semester.

299. HONORS PRACTICUM 1 cr. For students on the Student Honors Advisory Council. Students will be responsible for planning, coordinating, and evaluating Honors Program-sponsored experiential learning activities in Cleveland and nearby areas. A commitment of 50 hours of activities for the semester is expected. Students are required to 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 which draws upon interrelations among a variety of fields. Subject announced in the semester schedule.

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: consent of instructor. Independent study of a specific topic, approved by the director of the Honors Program.

450. SENIOR HONORS PROJECT 3 cr. Independent study project under the direction of a faculty advisor. Approval of the advisor, the director of the Honors Program, and the dean of the College of Arts and Sciences is required prior to registration. Forms and procedures are available from the Honors Office and the website.

490. HONORS SPECIAL TOPIC COURSE 1-3 cr. Cross-listed with a course taught in a particular department. When a departmental course seeks a broader audience or approaches a topic in a manner that may be of particular interest to honors students, it may be cross-listed with the Honors Program. Subject announced in the semester schedule.
Humanities

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

The humanities major is a self-designed major in the liberal arts administered by the Department of Art History and Humanities. Course work is derived from the disciplines of art history, literature, history, religious studies, and/or philosophy. Inquiries may be directed to the coordinator, Dr. Gerald Guest, Department of Art History and Humanities.

Humanities Major

The humanities major focuses on the artistic, historical, religious, philosophical, and literary aspects of world cultures. This rigorous and flexible major provides a solid undergraduate education in the liberal arts that is self-designed to meet the needs and interests of the individual at any level of experience. The humanities major allows the student to explore specific periods, cultures, themes, or subjects, and to integrate the knowledge of various disciplines in a unique fashion. Areas of focus may include medieval and Renaissance studies, 19th-century studies, 20th-century studies, American studies, Asian studies, French studies, classical studies, studies in art and religion, or other themes designed by the student. Courses are selected with the approval of a major advisor in the Department of Art History and Humanities.

The major is not only excellent preparation for graduate and professional study in a variety of fields, but also a solid foundation for careers in law, medicine, international business, management, journalism, publishing, public radio and television, literature, and criticism. It also has proven especially exciting for those interested in foreign-language studies, as well as for those returning to college to pursue their degree after a successful career.

Humanities Minor

The humanities minor can complement or augment any major field of study, and is especially useful for those interested in the sciences, business, and professional studies. Selection of courses should be made in consultation with the coordinator or a designated advisor in the Department of Art History and Humanities.

For information about graduate work in humanities, contact the Institute of Humanities, or check The Graduate Studies Bulletin.
Major and Minor Requirements

Major in Humanities: 33 credit hours in addition to the B.A. Core divisional requirements, at least 21 of which must be at the 300 or 400 level. The 33 hours are divided into three academic areas as follows:

- 12 credit hours in Art History
- 12 credit hours in Literature (in original language if possible)
- 9 credit hours in History, Religious Studies, and/or Philosophy

To insure interaction of the various disciplines named above, at least 18 of the 33 hours will be focused in an area of scholarly interest such as medieval and Renaissance studies, 19th-century studies, 20th-century studies, American studies, Asian studies, French studies, classical studies, studies in art and religion, international studies, or other themes designed by the student. The remaining courses chosen to complete the major depend on the individual student’s interests. The additional hours of free electives beyond the University Core and the humanities major requirements would allow the student to: 1) strengthen the area focus; 2) prepare for graduate study in one of the above fields; 3) pursue a related or different major or minor.

Language: While there is no additional language requirement beyond the Core for the humanities major, a reading knowledge of French, German, or another modern or classical language at the intermediate level is strongly recommended. This knowledge will enable the student to do research in depth and to pursue graduate study.

Minor in Humanities: 18 credit hours in addition to the Core divisional requirements, at least 12 of which must be at the 300 or 400 level. The minor requirements are divided as follows:

- 6 credit hours in Art History
- 6 credit hours in History, Religious Studies, and/or Philosophy
- 6 credit hours in Literature (in original language if possible)

These courses must be related to an area focus such as medieval and Renaissance studies, 19th-century studies, 20th-century studies, American studies, French studies, Asian studies, classical studies, or others designed by the student.
International Cultures (IC)

International Cultures are made up of a body of courses offered by the Department of Classical and Modern Languages and Cultures. (Department faculty are listed on page 167.) 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 University 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 170 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.

CROSSING BORDERS I

103. INTERNATIONAL FAIRY TALES 3 cr. The historical roots of fairy tales as well as their literary merits; fairy tales as a reflection of time, place, and social norms. Class discussions and independent research. In addition to in-depth study, students write their own interpretation of a fairy tale that focuses on the elements of the genre as presented and developed during the course.

120. JAPANESE CULTURE AND SOCIETY 3 cr. Overall view of contemporary Japan from diverse perspectives: religion, Japanese 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), high culture and mass culture.

140. FRANCE TODAY 3 cr. Emphasis on understanding French culture and society together. Cultural 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.
International Cultures

146. THE FRENCH IN THE AMERICAS 3 cr. A literature and culture course in three parts: Part I – North America, primarily Québec and other parts of French-speaking Canada; Part II – North America, with special emphasis on New England and Louisiana; Part III – the French Caribbean region, with special emphasis on Haiti and Martinique, the impact of slavery and the legacy of colonialism; focus on diversity 2 novels and epistolary literature, media, class discussion, individual and paired projects.

150. GERMAN FAIRY TALES 3 cr. Popular fairy tales and the tools for interpreting their social and moral messages.

160. ITALY TODAY 3 cr. Historical and cultural background of modern Italy; emphasis on themes such as immigration, the role of women in politics, and the reasons underlying Italy’s current zero birth rate.

161. THE MOSAIC OF SICILY: ART, HISTORY, AND LITERATURE 3 cr. (Formerly ML 280). History, literature, and art from ancient to modern Sicily. A study trip to Sicily is an integral part of the course.

162. ITALIAN AMERICAN CULTURE AND CIVILIZATION THROUGH LITERATURE 3 cr. (Formerly ML 260). Prerequisite: EN 111-112 or equivalent. The Italian American experience from the late nineteenth century to the present. Sociopolitical issues seen through literary and other readings, and through cinema.

163. WOMEN IN ITALIAN SOCIETY THROUGH LITERATURE AND FILM 3 cr. The shift in social, political, and economic roles of women in 20th-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.

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. SUPERVISED STUDY 3 cr. Supervised independent study on special topics.

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 subject.

CROSSING BORDERS II

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.
International Cultures

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. (Formerly ML 205). Survey of translated short stories and/or novellas from the nineteenth-century literatures of these Slavic peoples depicting the society, history, and culture of that era.

231. SHORT FICTION SINCE 1900: RUSSIAN, SLOVAK, CZECH 3 cr. (Formerly ML 206). Survey of translated short stories and/or novellas from the literatures of these Slavic peoples since 1900, depicting recent society, history, and culture.

232. HUNGARIAN CULTURE AND SOCIETY 3 cr. Exploration of aspects of contemporary Hungarian society and cultural traditions. Focus on outstanding representatives and works of Hungarian history and politics, ethnography, literature, music, film, and fine arts.

240. SUB-SAHARAN FRANCOPHONE NOVELS 3 cr. Major novels by African writers that represent the life, culture, and aspirations of the colonial as well as post-colonial periods of the French-speaking countries south of the Sahara.

241. FRANCOPHONE LOUISIANA 3 cr. Cultural and literary legacy of francophone Louisiana, from the colonial period—that is, before the Louisiana Purchase—to the contemporary era. Topics include Creole and Cajun cultures, New Orleans as a Creole city, the free people of color in pre- and post-Civil War Louisiana, and the role of literature and culture in the preservation of francophone heritages.

260. ITALIAN LITERATURE AND FILM 3 cr. Study of Italian novels that have cinematic counterparts, concentrating on how the spectacle of film gives a different reading from that of the novel to show the changing conditions of 20th and 21st-century Italy.

261. ITALIAN AND ITALIAN AMERICAN SPIRITUALITY THROUGH LITERATURE AND FILM 3 cr. Franciscan ideology and theology and its cultural, literary, and artistic influences on Italian and Italian American literature and film.

262. FAITH, REASON, AND ART IN ITALIAN AND ITALIAN AMERICAN LITERATURE 3 cr. (Formerly ML 270). How faith, reason, and art interact in Italian and Italian American literature.

263. MODERN ITALY AND MASS MIGRATION THROUGH LITERATURE 3 cr. (Formerly ML 275). Historical and cultural background of modern Italy, especially as found in the works of Ignazio Silone. Study of the conditions of southern Italy which led to mass migration to the U.S. in the nineteenth century.

270. ART AND SOCIETY IN EARLY MODERN SPAIN 3 cr. The relationship of art to society, politics, religion, and imperial ideology. Introduces students to the idea that art can meet objectives that go beyond aesthetic values.

298. SUPERVISED STUDY 3 cr. Supervised independent study on special topics.

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 subject.
International Cultures

CROSSING BORDERS III

302. 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.

303. INTERNATIONAL FILM AND LITERATURE 3 cr. Experiencing “culture” critically by analyzing film and literary works in a global context. Emphasis on establishing connections between literary and cinemetic 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 that are typical of various regions of the world.

304. MASTERPIECES OF WORLD LITERATURE 3 cr. Survey of translated literary works by authors from one or more cultures/populations involving any time period and one or more literary genre(s).

340. CHINA THROUGH THE EYES OF THE FRENCH 3 cr. French literature within the context of correspondence, travel literature, and narratives, with a particular focus on works authored by Far East-bound French travelers, missionaries, and diplomats.

343. FRANCO-ITALIAN CROSS-CULTURAL RELATIONS 3 cr. Italian influences on the political, religious, artistic, and social structure of French culture.

350. LITERARY REPRESENTATIONS OF THE HOLOCAUST 3 cr. Through readings and discussion, students identify continuities and differences in the representation of the Holocaust stemming from authors’ historical, emotional, and cultural relationship to the event and their languages, focus, and message.

351. DICTATORSHIP IN 20TH-CENTURY EUROPE: PERSPECTIVES, PROBLEMS, REPRESENTATIONS 3 cr. Personal and collective experiences of dictatorships in Europe, including the National Socialist Regime and the German Democratic Republic.

360. DANTE’S DIVINE COMEDY 3 cr. (Formerly ML 320). Study in modern English translation of Hell, Purgatory, and Paradise with special attention to theological issues as well as literary content. Dante is examined as both a supreme poetic craftsman and a Church reformer.

361. ITALIAN HUMANISM AND RENAISSANCE 3 cr. (Formerly ML 325). Study of Italian Humanism and the Renaissance through the writings of Petrarch, Alberti, Machiavelli, Michelangelo, Collonna, and Leonardo da Vinci. Includes an intensive, on-site learning tour. Travel fee required.

362. DANTE’S CITIES: ROME, FLORENCE, L’AQUILA, SIENA 3 cr. (Formerly ML 350). Study of the Divine Comedy and Vita Nuova, showing how they reflect the social, cultural, and artistic representation of late medieval Italy. Includes an intensive, on-site learning tour of the cities that have influenced Dante’s art. Travel fee required.

370. HISPANIC WOMEN WRITERS 3 cr. Reading and analysis of the writings of contemporary U.S. Latina and Latin American women, such as Sandra Cisneros, Julia Alvarez, Cristina Garcia, Esmeralda Santiago, Isabel Allende, Zoe Valdes, Luisa Valenzuela, and Laura Esquivel. Takes a literary, cultural, and comparative approach, while emphasizing critical thinking and writing as a process.

398. SUPERVISED STUDY 3 cr. Supervised independent study on special topics.
International Cultures

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 subject.

CROSSING BORDERS IV

498. ADVANCED SUPERVISED STUDY 3 cr. Supervised independent study on special topics. For advanced students.
Italian (IT)

Associate Professor: S. Casciani; Visiting Assistant Professor: L. Ferri

Knowledge of Italian is fundamental for those who embrace a career in the humanities and the social sciences, especially art history, literature, history, music, linguistics, education, and international relations. It is also useful for those who plan a career in various technological areas, business administration, and many other professional fields.

The University Core Curriculum and Foreign Language:

- Two semesters of a foreign language are a required part of the humanities and liberal arts Core Curriculum at John Carroll University.

Other incentives to study Italian:

- Italian is the language of world-class artists from Dante to Fellini.
- Italian product design is synonymous with artistry, elegance, and functionality, and continues to dominate the fashion, furniture, and luxury car industries.
- The Italian economy is one of the fastest growing in Europe, so that learning Italian is beneficial not only for culture and travel, but also for commerce.

101. BEGINNING ITALIAN I 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. (Fall)

102. BEGINNING ITALIAN II 3 cr. Prerequisite: IT 101 or equivalent. Amplification of language skills in a cultural context. (Spring)

191-192. BEGINNING SUPERVISED STUDY 3 cr. each. Supervised independent study of Italian at the beginning level.

199. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

201-202. INTERMEDIATE ITALIAN I, II 3 cr. each. Prerequisite: IT 102 or equivalent. Further development of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. IT 201 or equivalent prerequisite for IT 202. (Fall-201, Spring-202)

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each. Supervised independent study of Italian at the intermediate level.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

301-302. ADVANCED ITALIAN I, II 3 cr. each. Prerequisite: IT 202 or equivalent. Advanced study of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. IT 301 or equivalent prerequisite for IT 302. (Fall-301, Spring-302)

398. SUPERVISED STUDY 3 cr. (Formerly 391-392). Supervised independent study. Permission of instructor.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
Japanese (JP)

Visiting Instructor: K. Nakano

In the Japanese 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 beginner, intermediate, and advanced levels. Independent study courses are available to students who have completed advanced-level courses.

Two semesters of Japanese can satisfy the language requirement in the University Core Curriculum, and further studies in this language open up a unique window into one of the world’s ancient civilizations. With a large population and a fast-growing economy, Japan has a great potential as a market for U.S. goods. Therefore, 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 not as hard as you may think. Beginning students quickly master the phonetic alphabet and basic Japanese characters.

101. BEGINNING JAPANESE 1 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. (Fall)

102. BEGINNING JAPANESE II 3 cr. Prerequisite: JP 101 or equivalent. Amplification of language skills in a cultural context. (Spring)

191-192. BEGINNING SUPERVISED STUDY 3 cr. each. Supervised independent study of Japanese at the beginning level.

199. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

201-202. INTERMEDIATE JAPANESE I, II 3 cr. each. Prerequisite: JP 102 or equivalent. Further development of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. JP 201 or equivalent prerequisite for JP 202. (Fall-201, Spring-202)

291-292. INTERMEDIATE SUPERVISED STUDY 1-3 cr. each. Supervised independent study of Japanese at the intermediate level.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

301-302. ADVANCED JAPANESE I, II 3 cr. each. Prerequisite: JP 202 or equivalent. Advanced study of the four language skills for communication in a cultural context; expanding of vocabulary, idiomatic usage, and grammar. JP 301 or equivalent prerequisite for JP 302. (Fall-301, Spring-302)

398. SUPERVISED STUDY 3 cr. each. (Formerly 391-392) Supervised independent study. Permission of instructor.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

498-499. ADVANCED SUPERVISED STUDY 3 cr. each. Prerequisite: JP 302 or 398 or equivalent. Contemporary Japanese used in various areas of specialization. JP 498 or equivalent prerequisite for JP 499.
Latin (LT)

Professor: T. R. Nevin; Associate Professor: G. Compton-Engle

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 167. For courses in Greek, see page 227.

101. BEGINNING LATIN I 3 cr. Introduction to the language of the Romans through study of the fundamentals of Latin grammar, syntax, and vocabulary. Special attention paid to Latin roots of English vocabulary. (Fall)

102. BEGINNING LATIN II 3 cr. Prerequisite: LT 101 or equivalent. Continued study of Roman culture through further acquisition of Latin grammar and syntax. Increased emphasis on the reading of literary passages. (Spring)

201. READINGS IN MYTH AND HISTORY I 3 cr. Prerequisite: a year of college Latin or its equivalent. Review of grammar and syntax through readings taken from classical mythology and Roman history. (Fall)

202. READINGS IN MYTH AND HISTORY II 3 cr. Continuation of Latin 201 with further readings from classical mythology and Roman history, including the autobiography of St. Perpetua. (Spring)

231. LATIN PROSE AUTHORS 3 cr. Reading from a selected author, such as Cicero or Caesar. Focus on development of reading skills, along with examination of the author’s thought and cultural context.

232. INTRODUCTION TO LATIN POETRY 3 cr. Reading from a selected author, such as Catullus or Vergil. Introduction to Latin meter and poetic conventions, as well as acquisition of poetic vocabulary.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

301. LATIN WRITING 3 cr. Practice in writing idiomatic Latin prose.

320. ROMAN EPISTOLARY WRITING 3 cr. Reading from the letters of a writer such as Cicero, Horace, Pliny, Ovid, or Seneca. May be repeated with a different author.

330. ROMAN HISTORICAL WRITING 3 cr. Roman history through the eyes of a Roman historian, such as Livy, Tacitus, Sallust, or Caesar. May be repeated with a different author.

340. ADVANCED ROMAN POETRY 3 cr. Reading from the works of a poet, such as Catullus, Vergil, Horace, Tibullus, Propertius, or Ovid. Origins of lyric, pastoral, elegiac poetry. May be repeated with a different author.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance, such as the writings of St. Augustine.
Latin

410. ROMAN SATIRE 3 cr. Reading from a Roman satirist, such as Horace, Juvenal, or Persius. Study of the characteristics of Roman satire, the satirist’s view of his culture, and the influence of Roman satire on later literature. May be repeated with a different author.

450. ROMAN DRAMA 3 cr. Reading from the works of such dramatists as Plautus, Terence, and Seneca. Development of Roman drama, its connection with Roman society, and its influence on later drama. May be repeated with a different author.

490, 491. HISTORY OF ROMAN LITERATURE 3 cr. each. Lectures, discussions, and translations of authors not read previously. 490: Roman literature from the beginning to the Golden Age. 491: Nature and characteristics of Silver Age literature.

498. ADVANCED SUPERVISED STUDY 3 cr. Supervised study on special topics. For advanced students. May be repeated with a different subject matter.

499. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
Management (MN)

Professors: J. E. Smith (Vice President), W. N. Bockanic; Associate Professor: E. Tomlinson; Assistant Professors: N. S. Hartman, S. Allen, Y. Gao; Visiting Assistant Professor: W. Mayer

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 and those that are sought after by Fortune 500 companies.

Managers are responsible for the effective and efficient performance of modern organizations. In management, students study theories, interpersonal skills, and financial and technological techniques applicable to all organized activity—whether in business, government, education, or healthcare. Emphasis is placed on strategic thinking, project management, and the leadership capacity to implement decisions within 21st-century business. Management has been defined as the “process of achieving desired results through efficient utilization of human and material resources.”

Recent John Carroll management alumni have had a myriad of career paths available to them, for example, as management consultants, entrepreneurs, management/executive trainees, human-resource specialists, healthcare administrators, production/operations planners and supervisors, bank managers, and salespeople. With many available career options, management offers students the opportunity to tailor course work to specific careers. This flexibility distinguishes a management major from other majors.

As a major, management is especially appropriate for those who plan to become leaders or managers in any organization, from Fortune 500 companies to family businesses, or for those who aspire to develop and manage new enterprises. It is also an excellent foundation for those who desire to pursue graduate study in business administration, organizational behavior, production/operations management, management information systems, human resource management, industrial relations, or law. In fact, our management majors have gone on to some of the top-ranked graduate schools in the U.S.

In this increasingly “high tech/high touch” world, managers must be familiar with the latest developments in information technology and project management, as well as being competent in the management of people. Management majors are expected to be skilled in both areas.

Students may select a variety of elective courses by choosing the broadly defined Leadership and Management track, or they may choose a track in Human Resource Management or Entrepreneurial Studies.
Management

Requirements

Major in Management: A total of 63-66 credit hours as described below.

Business Core: 39-42 credit hours, including MN 461.

Major Courses: 24 credit hours. MN 352, MN 395, BI 383, and five elective courses as specified in one of the following tracks.

For a background in human resource management, required courses include: MN 463 and any four of the following: MN 353, MN 361, MN 370, MN 373, and MN 376. Those who wish to prepare for the Human Resource Certification Institute examinations are counseled to take MN 353, MN 370, MN 373, and MN 376.

For a background in entrepreneurial studies, required courses include MN 364, BI 371, and any three of the following: MN 361, MN 365, MN 366, MN 405, MN 463, MN 480, MK 308, or MK 470.

For a general background in leadership and management, required courses include MN 495 and any four of the following: MN 361, MN 364, MN 370, MN 373, MN 376, MN 405, MN 412, MN 463, BI 371, LG 440, MK 308, MK 402.

Professional Experience: Majors must have relevant professional work or volunteer experience prior to graduation. This requirement may be satisfied by completing CE credits or MN 412, as approved by the department.

151. LEADERSHIP SKILLS 1 cr. A broad and practical introduction to the world of business through the experiences of organizational leaders of major local organizations who are prominent in the regional, national, or global economy. Weekly presentations will follow with questions from the class that further educate students about the activities of the business world and deepen students’ thinking about their educational and career choices.

202. BUSINESS COMMUNICATIONS 3 cr. Prerequisites: one year of English composition with a 2.0 average or better; completion of BI 106 or BI 109 or a competency waiver for Communications Applications. Communication theory, business communication issues, word processing applications; training in research, writing, and oral aspects of business communication. Not open to business minors.

325. ORGANIZATIONAL BEHAVIOR AND MANAGEMENT 3 cr. Prerequisites: PS 101 and EC 205 or EC 208L, or MT 122 or MT 167 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.

352. HUMAN RESOURCE MANAGEMENT 3 cr. Prerequisite or corequisite: MN 325 or PS 359. Introduction to the theories and practices of corporate personnel management.
Management

Topics include planning, staffing, training and development, reward systems, labor relations, personnel law, and international human resource management.

353. LABOR RELATIONS 3 cr. Prerequisites or corequisite: MN 352 or PS 359; or permission of chair. Study of the relationship between the corporation, its labor force, and the government. Topics include labor history, law, and economics; institutional aspects of collective bargaining and contract administration; and theoretical and experiential perspectives on negotiation.

361. GLOBAL MANAGEMENT 3 cr. Prerequisites: AC 202 or 211, EC 201-202; prerequisite or corequisite: MN 325. Aspects of global management, with particular emphasis on the role of the multinational company (MNC), whether headquartered in the U.S. or another country. 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: EC 201-202, AC 201; corequisite: AC 202 or AC 211; 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. Specifically, develops an understanding of entrepreneurship, the entrepreneurial process, and the integration of business functions as they apply to new venture creation and growth. Students will develop an understanding of the role of entrepreneurship and new venture creation in economic development, as well as the role and activities of an entrepreneur. Provides an opportunity to evaluate the student’s own entrepreneurial tendencies and future venture creations.

365. FAMILY BUSINESS MANAGEMENT 3 cr. Prerequisites: EC 201-202, AC 201; corequisite: AC 202 or 211; MN 325, or permission of chair. Explores the challenges and opportunities facing individuals and families involved in business relationships. Topics include family business culture, entrepreneurial influences, key issues and conflicts, career planning, succession and strategic planning, counseling and consulting, professional support relationships, and survival skills as a son or daughter in the family business. Parents or other significant family members are invited to audit this course with their son or daughter.

366. NEW VENTURE MANAGEMENT 3 cr. Prerequisites: EC 201-202, AC 201; prerequisite or corequisite: AC 202 or 211; MN 325, or permission of chair. Focuses on the functional skills and knowledge necessary in the early phases of developing a privately held business. Helps student develop an understanding and awareness of the way the critical areas of law, management, finance, accounting, and marketing need to be integrated and applied for successful small and medium enterprise management. Emphasizes differences between public and privately held businesses. The student will develop a full business plan in this course.

370. STAFFING 3 cr. Prerequisite or corequisite: MN 352 or PS 359, or permission of chair. Study of issues and practices related to corporate acquisition of human resources. Topics include human resource planning, job analysis, recruitment, selection strategies and practices. Emphasis on designing and analyzing practices that maximize utility and government regulation compliance.

373. TRAINING AND MANAGEMENT DEVELOPMENT 3 cr. Prerequisite or corequisite: MN 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 identification of needs, approaches to learning, evaluation of training, onsite and offsite training techniques, theoretical concepts of management, techniques for managerial skill development, and evaluation.
376. COMPENSATION 3 cr. Prerequisite: MN 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.

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.

405. SEMINAR IN MANAGEMENT 3 cr. Prerequisites: MN 325 and/or as announced. Study of contemporary issues in management not covered in depth in other departmental courses. Specific topic, method of presentation, and student requirement will be designated by the seminar leader.

412. APPLIED MANAGEMENT PRACTICES 3 cr. Prerequisites: normally junior or senior standing, completion of MN 325 or equivalent, and a 2.5 GPA. Permission of chair required. Combines supervised and directed experiential learning in a position relevant to a major sequence of study with a seminar. Non-credit option is available by audit. No more than 3 credits may be applied toward completion of the major.

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 or MN 365 or MN 366. Students, as members of a consulting team, visit and analyze a Cleveland business and complete a total field analysis of the business. This provides the student with the opportunity to integrate the content of prior course work into a cohesive body of knowledge. Promotes understanding of both theoretical and applied concepts; in-depth analysis of integrative cases and actual business enterprises. Develops an appreciation of the free enterprise system, and how business interacts with other sub-systems within our economy. Familiarizes students with the importance of teamwork and the reality of trying to develop a cohesive group product from individual inputs.

495. LEADERSHIP PHILOSOPHY 3 cr. Prerequisites: MN 325, MN 352, 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 both classical and contemporary writings in the field of management. Application of leadership philosophy to organizational change issues. Requires a major service project in which the student integrates learning from other management courses and demonstrates leadership.
Management

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: 3.0 average in Management, consent of chair and faculty member. Designed for the student who wants to undertake a research project supervised by a faculty member. Student selects an aspect of management, establishes goals, develops a plan of study, and seeks out a full-time faculty member of the department willing to act as an advisor. Plan of study must be approved by the chair and filed with the dean’s office. The department has established guidelines for such a study. Consult the chair for full details.

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:  P. R. Murphy Jr., J. H. Martin (Associate Dean); Associate Professors:  S. H. DeFago, R. T. Grenci (Chair); Instructor:  T. M Facca; Visiting Instructor:  D. Kukurza

The Department of Management, Marketing, and Logistics is dedicated to educating and serving its students, the University, and the business community through quality teaching, significant research, and community involvement. The marketing faculty is committed to the development of each student as a knowledgeable, ethical, and confident graduate, prepared for leadership through excellence in his or her educational experience.

Marketing directs the economy’s flow of ideas, goods, and services from producers to consumers, satisfying needs and wants through exchange processes. Marketing involves planning, implementing, and controlling the conception of goods and services, their pricing, promotion, and distribution as an integrated effort to meet the goals of the enterprise. Marketing is a dynamic field, affected by changes in the business environment and increasingly reliant on technology in all aspects of decision making. Marketing faculty strive to provide a broad-based and comprehensive program with courses that reflect current issues and applications.

Career opportunities in marketing include product/brand management, marketing research, personal selling, sales management, advertising, sales promotion, sales/marketing analysis, customer relationship management, and e-commerce. There are expanding opportunities in service industries and non-profit organizations. Essential for success in any of these areas are persuasive skills of communication, creative and analytical skills for developing a market plan, confidence with a variety of technology applications, and cultivating the ability to adapt to a changing environment while working to satisfy the needs of consumers.

Requirements

Major in Marketing:  A total of 63-66 credit hours as described below.

Business Core:  39-42 credit hours, including MN 461.

Major Courses:  24 credit hours.  MK 308, or equivalent course approved by the marketing faculty; MK 302, MK 402, MK 495; and four courses chosen from the following:  LG 328, LG 440; MK 310, MK 341, MK 361, MK 405, MK 410, MK 433, MK 441, MK 450, MK 470, MK 491, and MK 498.  MK 402 and MK 495 are to be taken in the senior year.  Additionally, because the legal aspects of business influence many marketing activities, marketing majors are encouraged to consider MN 463 as a supplementary part of their business education.
Marketing

121. MARKETING: CREATIVITY & INNOVATION 3 cr. A preliminary taste of what marketing is all about, and a glimpse of what marketers do. Instead of the concepts and theories presented in Principles of Marketing, this highly interactive class explores two of the hallmarks of successful market driven companies—creativity and innovation.

301. MARKETING PRINCIPLES 3 cr. Prerequisites: EC 201-202. Introduction to the field of marketing, including its economic, social, and legal environment. Buyer motivation and behavior in both consumer and industrial markets. Topics include distribution, pricing, promotion, product decisions and strategies, marketing in an international environment, and management of ethical problems.

302. CONSUMER BEHAVIOR 3 cr. Prerequisite: MK 301; prerequisite or corequisite: MN 325. Study of the consumer behavior process, including topics such as information search, perception, memory and learning, attitudes, consumer decision strategies, environmental influences, purchase behavior, and post-purchase product evaluation. Emphasis is on these processes as they influence the marketing process. Offered spring semester only; should be taken by students in their junior year.

308. DATABASE SOLUTIONS 3 cr. Prerequisites or corequisites: MK 301; BI 200. Examines the nature of database technology in marketing. Students will learn to use applications for specific marketing situations that include relational database design, interfacing databases, and structuring queries to maximize the information value of marketing databases.

310. CUSTOMER RELATIONSHIP MANAGEMENT 3 cr. Prerequisite: MK 301; prerequisite or corequisite: MK 302. Examines qualitative and quantitative techniques used to assess the nature and strength of customer relationships. Covers the creative and managerial aspects of building customer relationships. Evaluates various tools used to link customer relationship activities to performance metrics for an organization.

341. ADVERTISING 3 cr. Prerequisite: MK 301. Economic and social role of advertising. Place of the advertising department and agency. Selection and use of media and special service groups. Creation of advertising campaigns and strategies. Offered fall semester only.

361. MULTINATIONAL MARKETING 3 cr. Prerequisite: MK 301. Principles and practices in the marketing of goods and services across international borders or in foreign countries. Special emphasis on adaptation of the marketing mix to other cultures, including their legal, social, technological, economic, and financial environment.

402. MARKET ANALYSIS 3 cr. Prerequisites: MK 301; AC 202 or AC 211; EC 206 or EC 208 or MT 123 or equivalent second semester of statistics. Examination of the information necessary to understand the nature of a firm’s performance in its markets. Topics include statistical analysis of market information; profitability analysis; forecasting methods; analysis of marketing metrics such as sales, customer buying behavior, market potential, competitors, channel performance, new product performance, positioning, segmentation, and the marketing mix. This course should be taken by seniors. Offered fall semester only.

405. SEMINAR IN MARKETING 3 cr. Prerequisite: MK 301 or as announced. Study of contemporary issues in marketing not covered in depth in other departmental courses. Specific topic, method of presentation, and requirements designated by the seminar leader.

410. ISSUES IN MARKETING STRATEGY 3 cr. Prerequisites: MK 301; BI 107 or competency waiver for Spreadsheet Applications. Seminar-style exploration of advanced issues in developing marketing strategy. A variety of strategy tools are used to create and plan market innovations. Topics include methods of idea generation, strategy development, brand development, planning and implementation of an innovation, and the development of quantitative models for forecasting future performance.
433. PROFESSIONAL SELLING 3 cr. Prerequisite: MK 301. Role of personal selling in the organization’s marketing mix with emphasis on customer problem solving and persuasive communication. Quantitative analysis, including sales and market potentials, sales forecasting, quotas, territory determination, and evaluation.

441. ADVERTISING SEMINAR 3 cr. Prerequisites: MK 301; instructor permission. Students in this course form the John Carroll Collegiate Chapter of the American Advertising Federation, and participate in the National Student Advertising Competition. Course concludes with a formal presentation at the NSAC District 5 competition against participating chapters from Ohio, West Virginia, and Kentucky.

450. PRODUCT AND INNOVATION MANAGEMENT 3 cr. Prerequisite: MK 301. Covers the product management process, especially as it applies to new product introductions. Students will learn about the innovation process, including the dynamics of rapidly changing environments and the marketing activities associated with the development and introduction of new products.

470. INTERNET MARKETING 3 cr. Prerequisite: MK 301. Focuses on understanding the Internet as a source of business in consumer and business-to-business markets. Examines website development strategies and the relationship-building aspects of the web.

491. MARKETING RESEARCH 3 cr. Prerequisites: MK 301; EC 206 or EC 208 or MT 123 or equivalent second semester of statistics. Study of survey, experimental, and field research design and practice. Collection, interpretation, and presentation of data from original and secondary sources. Application of statistical tests and methods for hypothesis testing.

495. MARKETING MANAGEMENT 3 cr. Prerequisites: MK 301, one other marketing course, and senior standing. Management of marketing in business enterprises. Marketing research and planning, product planning, channel policies, promotion, and pricing.

498. INDEPENDENT STUDY 1-3 cr. Prerequisites: 3.0 average in marketing, and consent of chair and faculty member. Research project supervised by a member of the department willing to act as advisor. The student selects an aspect of marketing, establishes goals, and develops a plan of study. The plan must be approved by the chair and filed with the dean’s office. Consult the chair for departmental guidelines established for such study.
Mathematics (MT)


Major Programs

The Department of Mathematics and Computer Science offers two major programs in mathematics. The department also offers computer science programs described in the separate section on Computer Science (CS).

The major in mathematics leading to the Bachelor of Science degree prepares students for graduate study or for immediate employment after completion of the degree. It is designed to give students a broad background in classical mathematics, while remaining flexible enough to allow students to tailor the program to meet the needs of their career objectives. Graduates have entered graduate programs in mathematics, statistics, and operations research at many leading universities, while others have entered into a variety of employment situations—as computer programmers, systems analysts, actuarial trainees, statisticians, and teachers. Other graduates have entered professional schools in law, medicine, and business.

The major in teaching mathematics leading to the Bachelor of Arts degree combines mathematics and education courses for licensure to teach Adolescent to Young Adult (AYA) mathematics.

Teaching Licensure

The mathematics courses necessary for licensure to teach Adolescent to Young Adult (AYA) mathematics are the same as those required for the Bachelor of Arts major in teaching mathematics.

For Middle Childhood (MC) licensure, the mathematics curriculum content courses are MT 122, 135, 160, 241, 251, and two courses chosen from CS 101, 128; MT 118, 120, 136, and 162.

For Early Childhood (EC) licensure, the mathematics curriculum content courses are MT 160, 171 and 171L.

In all cases, the content-area courses for licensure (mathematics and/or computer science) must be completed with a minimum average of 2.7 and a minimum grade of C in each course.
Mathematics

**Major and Minor Requirements**

**Major in Mathematics:** 50 semester hours. CS 128, CS 128L; MT 135, 136, 233, 341, 342, 372, 420, 431, 441, 452, and four more MT courses numbered 400-479.

A comprehensive examination is required.


*Required Support Sequence:* 34 hours. ED 100, 186, 201, 253, 255, 337, 350, 427, 405C, 444C; PS/ED 262.

A comprehensive examination is required.

**Minor in Mathematics:** 24 hours. MT 135, 136, 233, and four MT courses numbered 300-379 and/or 400-479. MT 330 and 431 cannot both count toward the minor.

**Minor in Probability and Statistics:** 25 hours. MT 135, 136, 233, 342, 420, 421, 422.

**NOTE:** Students who minor in probability and statistics cannot use MT 421 or MT 422 also to satisfy the requirements of the mathematics major or minor.

**Interdisciplinary Concentration**

The department offers a concentration in mathematics to those economics majors completing MT 233, 420, and two mathematics electives numbered above 300. Similarly, B.S. mathematics majors may earn a concentration in economics by successfully completing EC 301, 302, 410, and one other upper-division economics elective. Students seeking this interdisciplinary concentration should consult with the chair of the Department of Mathematics and Computer Science.

**Other Programs**

The department has a five-year program with Case Western Reserve University whereby a student can earn a B.S. in mathematics at John Carroll in four years and in one additional year earn an M.S. in operations research from Case. Students interested in this program should consult with the chair of the Department of Mathematics and Computer Science at the end of their second year.

The department also offers programs leading to the M.A. and M.S. in mathematics. Program requirements and course descriptions are published in *The Graduate Studies Bulletin.*
Mathematics

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, fair division.

120. MATHEMATICS AND COMPUTING 3 cr. Mathematical modeling using computer spreadsheets and programs. The course includes computer familiarization.

122. ELEMENTARY STATISTICS I 3 cr. Describing data by graphs and measures, sampling distributions, confidence intervals and tests of hypotheses for one and two means and proportions, Chi-square tests, correlation and regression. Use of appropriate statistical software.

123. ELEMENTARY STATISTICS II 3 cr. Prerequisite: MT 122. Power analysis, factorial and repeated measures analysis of variance, nonparametric procedures, contingency tables, introduction to multiple regression. Use of appropriate statistical software.

133-134. CALCULUS AND ANALYTIC GEOMETRY IA-IB 3 cr. each. Placement by the Math Department. Sequence covers the same calculus topics as MT 135 with algebra review integrated into the course as needed. The MT 133-134 sequence will count as one course in Division IV of the Core, but neither MT 133 nor MT 134 will count as a Core course individually. Note: MT 133-134 will satisfy the MT 135 or equivalent prerequisites and requirements listed throughout the Bulletin. Academic credit will not be given for both MT 134 and MT 135.

135. CALCULUS AND ANALYTIC GEOMETRY I 4 cr. Prerequisite: placement by 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” under MT 133-134 above.)

136. CALCULUS AND ANALYTIC GEOMETRY II 4 cr. Prerequisite: MT 135 or equivalent. Second course in a three-semester calculus sequence. Parametric curves, trigonometric functions and their inverses, differentials, related rates, techniques of integration, additional applications of integrals, introduction to differential equations, polar coordinates, sequences, and series of numbers.

160. MATHEMATICS AND CREATIVITY 3 cr. Mathematics and the men and women who have contributed to it. Topics in modern mathematics and examples of mathematical creativity are emphasized, as well as the student’s reaction to and thoughts on selected readings concerning the nature of mathematics and mathematics as a creative art.

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.

167. THE MATHEMATICS OF CHANGE AND CHANCE 3 cr. Prerequisite: placement by the Math Department. Topics from discrete and continuous probability; introduction to statistics; calculus topics from a conceptual viewpoint. Mathematical software (spreadsheets, and computer algebra systems) will be used throughout the course.

171. FOUNDATIONS OF EARLY CHILDHOOD MATHEMATICS 3 cr. Prerequisite: MT 160. Corequisite: MT 171L. Focus on understanding, from an advanced standpoint, the mathematics taught in elementary school. Curriculum issues, methods, instructional resources, and assessment strategies for grades pre-K through 3 will be addressed.
171L. FOUNDATIONS OF EARLY CHILDHOOD MATHEMATICS LAB 0 cr. 
Corequisite: MT 171. Math teaching methods lab for students in the pre-K through 3 licensure program.

199. SPECIAL TOPICS IN MATH 1-3 cr. Subject announced in schedule of classes.

228. STATISTICS FOR THE BIOLOGICAL SCIENCES 3 cr. Prerequisite: MT 135 or equivalent. Exploratory data analysis, probability fundamentals, sampling distributions and the Central Limit Theorem, estimation and tests of hypotheses through one-factor analysis of variance, simple linear regression, and contingency tables using appropriate statistical software. Course content in biology context.

233. CALCULUS AND ANALYTIC GEOMETRY III 4 cr. Prerequisite: MT 136. Calculus of vector-valued functions, infinite series, partial differentiation, multiple and line integrals.

241. FOUNDATIONS OF MIDDLE SCHOOL MATHEMATICS 3 cr. Prerequisites: MT 135, 160. For students seeking the license to teach mathematics in grades 4-9. Reasoning and proof in mathematical sets, number systems, functions, and binary operations. Students will learn to communicate mathematics, to make connections among mathematical systems, and to construct valid arguments and proofs.

251. TOPICS FROM MIDDLE SCHOOL MATHEMATICS 3 cr. Prerequisites: MT 135, 160. For students seeking the license to teach mathematics in grades 4-9. Metric geometry, synthetic and transformational geometry with the use of dynamic geometry software; topics from discrete mathematics such as counting techniques, probability, recursive processes, graphs and networks.

330. INTRODUCTION TO ANALYSIS 3 cr. Prerequisite: MT 233. Rigorous mathematical treatment of the fundamental ideas of calculus: sequences, limits, continuity, differentiation, and integration.

341. INTRODUCTION TO ABSTRACT ALGEBRA 3 cr. Prerequisite: MT 136. Sets, equivalence relations, permutations, polynomial rings, and groups, with emphasis on proof techniques.

342. INTRODUCTION TO LINEAR ALGEBRA 3 cr. Prerequisite: MT 136. Algebra of matrices, linear systems, vector spaces, linear transformations, eigenvectors, applications.

372. DISCRETE AND CONTINUOUS MODELING 3 cr. Prerequisite or corequisite: MT 342. Topics include graphical models, discrete dynamical systems, curve fitting, linear programming, simulation, differential equations, graph theory.

420. PROBABILITY AND STATISTICS I 4 cr. Prerequisite: MT 136. 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; use of appropriate statistical software.

421. PROBABILITY AND STATISTICS II 3 cr. Prerequisites: MT 233, 420. 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 342, 420. Categorical data analysis, multiple regression, analysis of variance of various designs, introduction to design of experiments. Use of statistical software.

425. OPERATIONS RESEARCH 3 cr. Prerequisite: MT 342. Linear programming, sensitivity analysis and duality, queuing theory, topics from networks, decision making, game theory, Markov chains, dynamic programming, and simulation.
Mathematics

431. ADVANCED CALCULUS OF ONE VARIABLE 3 cr. Prerequisites: MT 233, 341. Real-number system, limits, continuity, differentiability, Riemann integral, properties of continuous and differentiable functions, sequences and series of functions.

432. ADVANCED CALCULUS OF SEVERAL VARIABLES 3 cr. Prerequisites: MT 233, 342. Development of and motivation for vector-valued functions, calculus of functions of several variables, implicit functions and Jacobians, multiple integrals, line integrals.

436. INTRODUCTION TO COMPLEX ANALYSIS 3 cr. Prerequisite: MT 341 or 342 or permission of department chair. Complex number plane, analytic functions, integration of complex functions, sequences and series. Residue theorem, evaluation of real integrals.

438. ORDINARY LINEAR DIFFERENTIAL EQUATIONS 3 cr. Prerequisites: MT 233, 342. Linear equations and systems, existence and uniqueness theorems, oscillation theory. Autonomous equations and systems, their solutions and qualitative properties.

441. ABSTRACT ALGEBRA 3 cr. Prerequisite: MT 341. Groups, rings, domains, fields, extension fields, and polynomial rings.

450. EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY 3 cr. Prerequisite: MT 341 or 342 or permission of department chair. Alternative ways of investigating the Euclidean plane, including transformational geometry; examination of the parallel postulate and how it can be changed to create new geometries; hyperbolic geometry.

452. ELEMENTARY TOPOLOGY 3 cr. Prerequisite: MT 341. Topological spaces, homeomorphisms, connected spaces, compact spaces, regular and normal spaces, metric spaces, and topology of surfaces.

456. FRACTAL GEOMETRY 3 cr. Prerequisites: MT 233, 341. Topics from metric spaces, transformations, iterated function systems, dynamical systems, fractal dimension, Julia sets, and Mandelbrot sets.

468. THEORY OF NUMBERS 3 cr. Prerequisite: MT 341. Divisibility theorems, number-theoretic functions, primitive roots, quadratic congruences and reciprocity, partitions.

469. HISTORY OF MATHEMATICS 3 cr. Prerequisite: MT 341. Study of mathematics from its origins to its present state. Topics include the development and impact of geometry, algebra, number theory, irrational numbers, analytic geometry, calculus, non-Euclidean geometry, and infinite sets.

479. COMBINATORICS AND GRAPH THEORY 3 cr. Prerequisite: MT 341 or 342. 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. Prerequisite: consent of chair and instructor. Designed for the student who wants to undertake a research project supervised by a faculty member.
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 appropriate leadership and management skills. The department also provides instruction to the student body in general on the role of the military in America. Such instruction includes military skills, leadership, adventure training, and the role of the military in society.

Basic Program (MS I, MS II)

Students normally take the basic courses during the freshman and sophomore years. 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 military service, current Army Reserve or National Guard status, or attendance at the summer ROTC Leadership Training Course may also fulfill the basic course requirement, although no academic credit is granted for these substitutes.

Advanced Program (MS III, MS IV)

Students normally take the advanced courses during their junior and senior years. These generally involve 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.
Military Science

Once accepted, each student enters into a contract with the government to complete the courses and to accept a commission as an Army officer. While taking the advanced 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 Leadership Development and Assessment Course of five weeks’ duration. Students are paid at one-half the pay of a second lieutenant and normally attend this camp during the summer between their junior and senior 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 to spend a few weeks working as a lieutenant in an active Army unit.

Scholarships

The Department of the Army annually awards 4-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 better, 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 will pay the full tuition rate for the University. John Carroll University currently waives room and board fees for scholarship cadets. Scholarships also include lab fees, graduation fee, a book allowance of $1200 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 advisor from their own college. Satisfactory completion of the military science curriculum and the baccalaureate degree from their own college leads to a commission as a Second Lieutenant in the same manner as for John Carroll students.
Eligibility

All University students are eligible for enrollment in the basic courses (MS I and MS II). Students who are 18 years of age, who are American citizens or intend to become naturalized, and who are physically qualified are eligible for enrollment in the advanced courses of the Military Science Department. Any student may audit basic courses in the department with the approval of the chair and appropriate institutional authorities.

Professional Military Educational (PME) Requirements

The professional military education component consists of two essential parts—a baccalaureate degree, and at least one undergraduate course from each of the three following designated fields of study: written and oral communication skills, U.S. military history, and computer literacy. Students are encouraged to take a course in national security affairs and management. Students may determine suitable courses to meet these requirements by securing approval in advance of registration from 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. Introduction to 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 their 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. The U.S. Army physical conditioning method is used in this class.

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 conditioning method.
Military Science

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 ceremonies, physical training, water survival, health and fitness, combat orders, formations, inspections, and preparation for LDAC/LTC. ROTC cadre supervise the labs, which are planned and managed by the MS III students with command and control administered by the MS IV students. Lab fee required (scholarship cadets only).

201. INNOVATIVE TEAM LEADERSHIP 2 cr. Corequisite: MS 299. Use 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. Learn the fundamentals of ROTC’s Leadership Development Program. Participation in a weekend field training 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.

299. MILITARY SCIENCE LEADERSHIP SKILLS LAB 0 cr. See MS 199 for description. Lab fee required (scholarship cadets only).

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: approval 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 semweekly one-hour sessions for physical fitness. Requires participation in a weekend field training exercise, and 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. Each cadet is evaluated on what they know and do as leaders in preparation for their summer Leadership Development and Assessment Course. Requires participation in semweekly one-hour sessions for physical fitness and in a weekend field training exercise; one or two weekend exercises are offered for optional participation.

268
399. MILITARY SCIENCE LEADERSHIP SKILLS LAB 0 cr. See MS 199 for description. Lab fee required.

401. DEVELOPING ADAPTIVE LEADERS 3 cr. Prerequisite: MS 302; corequisite: MS 499. Develops student 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. Participation in one weekend exercise is also required.

402. LEADERSHIP IN A COMPLEX WORLD 3 cr. Prerequisite: MS 401; corequisite: MS 499. 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. Participation in one weekend exercise is also required.

499. MILITARY SCIENCE LEADERSHIP SKILLS LAB 0 cr. See MS 199 for description. Lab fee required.
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 167.) Designated as ML, this body of courses includes offerings on pedagogy (e.g., ML 308) and on modern languages not regularly taught at John Carroll.

101. BEGINNING MODERN LANGUAGE I 3-4 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 3-4 cr. Prerequisite: ML 101 or equivalent. Amplification of language skills. Emphasis on reading and writing.

191-192. SUPERVISED STUDY 3 cr. each. Supervised independent study of language at the beginning level.

199. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

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; expanding of vocabulary, idiomatic usage, and grammar. ML 201 or equivalent prerequisite for ML 202.

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each. Supervised independent study of language.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

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; expanding of vocabulary, idiomatic usage, and grammar. ML 301 or equivalent prerequisite for ML 302.

308. TEACHING LANGUAGES 3 cr. Basic introduction to the construction of languages, the theoretical underpinnings of teaching foreign languages, and the application of these theories. Students reflect on their own development as language learners and future educators. Students seeking licensure for teaching are strongly advised to take this course.

398. ADVANCED SUPERVISED STUDY 3 cr. ( Formerly 391-392). Supervised independent study. Permission of instructor.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
Philosophy (PL)


Philosophy helps us understand ideas that have profoundly influenced world civilizations; develop an outlook on life that is broad, coherent, and reflective; and deal with ideas logically and critically. Every educated person needs at least a basic understanding of philosophy, since it serves as a framework for all knowledge. At Jesuit schools, philosophy has always had a special place; indeed, the Jesuit order was founded by a group of philosophy students led by St. Ignatius of Loyola, who completed an M.A. in philosophy. A strong background in philosophy is a mark of those educated in Jesuit institutions.

The University Core requirement in philosophy consists of three courses: PL 101, an introduction to philosophy; a 200-level course on some period of, or problem in, the history of philosophy; and a 300-level course chosen from a variety of philosophical topics. PL 101 must be taken first, but the 200-level and 300-level courses may be taken in either order. Since philosophy is rarely taught in high school, PL 101 is needed to introduce the nature of philosophical thinking and the skills required for further in-depth studies. The history of philosophy courses explore specific historical periods, approaches, and movements. They focus on a related group of thinkers (such as existentialist, ancient Greek, or African) and their worldviews. They also emphasize how ideas develop over time, how historical context affects us, and how different thinkers interact. The 300-level courses investigate philosophical questions that emerge from other disciplines. They focus on questions such as “Is there a God?,” “How are scientific theories established?,” or “What is the moral status of specific business, scientific, or social practices?”

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.
Philosophy

**Major and Minor Requirements**

**Major in Philosophy.** 36 credit hours (27 beyond Division V Core requirements): PL 101; two seminars (PL 450), or one seminar and a senior thesis (PL 495); and nine additional courses with at least four on the 200 level and at least four on the 300 level.

**Borromeo Institute Major in Philosophy.** 36 credit hours: PL 101, 240, 246, 301, 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 (9 beyond Division V Core requirements): PL 101, a 200-level course, a 300-level course, PL 450, and two electives.

**INTRODUCTION TO PHILOSOPHY.** Discovery of the world of philosophy. Since students are taught by a philosophically diverse group of scholars in PL 101, they will bring a rich array of viewpoints and arguments to their 200 and 300-level courses.

**101. INTRODUCTION TO PHILOSOPHY 3 cr.** Introduction to the central problems and methods of philosophy through the critical examination of texts of major philosophers. Emphasis is placed on developing skills for reading and writing philosophy.

**HISTORY OF PHILOSOPHY.** Explores specific periods, approaches, and movements.

**210. ANCIENT GREEK PHILOSOPHY 3 cr.** Ancient Greek philosophical thought, with major emphasis on the works of Plato and Aristotle.

**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.

**230. CHRISTIAN THINKERS 3 cr.** Philosophical problems raised by selected Christian writers, both classical and contemporary.

**240. 17th AND 18th-CENTURY EUROPEAN PHILOSOPHY 3 cr.** History of early modern philosophy with special attention given to the beginnings of modern science and its impact on Western ideas about nature, knowledge, mind, and God. Readings include selections from Descartes to Kant.

**245. 19th-CENTURY EUROPEAN PHILOSOPHY 3 cr.** Study of some of the major figures of the nineteenth century from Fichte through Nietzsche.

**246. 20th-CENTURY EUROPEAN 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 Institute.

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 ethnosophy 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.

280. MAJOR MORAL PHILOSOPHERS 3 cr. Some of the most important contributions of philosophers to an understanding of the nature of morality and ethical reasoning. Readings of classic works in moral philosophy from the Greeks to the present.

285. AFRICAN PHILOSOPHY 3 cr. Examination of the development, definition, and status of African philosophy, exploring both its unique cultural heritage and its relationship to themes of Western philosophy.

289. SOCIAL AND POLITICAL PHILOSOPHY 3 cr. Nature and function of the state, the grounds of political obligation, and such related concepts as liberty, equality, and justice through an examination of major political thinkers in their historical context.

290. MAJOR WOMEN PHILOSOPHERS 3 cr. Study of the philosophical contributions of women philosophers from ancient times to the present.

298. SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY 1-3 cr. Topics will be listed in the semester schedule.

PHILOSOPHICAL TOPICS. Integrates understanding of philosophy with other disciplines.

301. INTRODUCTION TO LOGIC 3 cr. Study of modern formal logic and its use in appraising the correctness of reasoning. Covers areas such as syllogisms, propositional logic, basic quantificational logic, basic modal logic, formal proofs, and informal fallacies. Not open to students with credit in PL 360.

302. INTRODUCTION TO ETHICS 3 cr. Investigation into the basic principles of morality and into the nature and methodology of moral judgments. Not open to students with credit in PL 280 or PL 368.

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.

304. PHILOSOPHY OF THE HUMAN PERSON 3 cr. Philosophical reflection on some fundamental and enduring questions about human beings and their relationship to the universe. Includes readings from classical and contemporary sources. Offered at Borromeo Institute.

305. PHILOSOPHY OF EDUCATION 3 cr. Philosophical problems in education, such as the nature of knowledge, ways of learning, ethical issues in teaching, and the social-political dimensions of education.

306. PHILOSOPHY AND LITERATURE 3 cr. Consideration of the nature and meaning of philosophy and literature followed by the study of concepts and issues such as person, freedom and responsibility, good and evil, and intersubjectivity in specific works of literature.

307. PHILOSOPHY OF RELIGION 3 cr. Philosophical problems of religion, such as the nature and ground of religious beliefs, the nature of religious experience, the relation of religion and science, the existence of God, immortality, and evil.

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 Institute.

310. CONTEMPORARY ETHICAL PROBLEMS 3 cr. Some of the most pressing moral problems of today, with special attention to the philosophical issues involved.

311. BUSINESS ETHICS 3 cr. Prerequisites: EC 201-202. 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.

314. SCIENCE, TECHNOLOGY, AND ETHICS 3 cr. Examination of the nature of science and technology. Particular emphasis on ethical problems raised by science and technology. Designed for students not planning to take PL 375.

315. APPLIED ETHICS 3 cr. Different topics involving the application of ethical concepts to specialized areas such as medicine, biology, the environment, and law. Course subject will be listed in the semester schedule.

320. PHILOSOPHY OF LAW 3 cr. Exploration of theories concerning the nature of law. Special emphasis on the distinction between law and coercion and the relationship between law and morality. Elements of legal reasoning in case law, statutory interpretation, and constitutional adjudication will be discussed in addition to some fundamental aspects of legal liability.

330. FEMINIST PHILOSOPHIES 3 cr. Examination of philosophical perspectives on the definition, roles, and nature of women. Readings from classic works in the history of philosophy and from contemporary feminist philosophers.

340. PHILOSOPHY OF HISTORY 3 cr. Some philosophical problems of history and historical knowledge, such as “the meaning of history” and the nature of historical explanation.

350. PHILOSOPHY OF BEAUTY AND ART 3 cr. Philosophical investigation of beauty and some questions raised by works of art, such as what is a work of art and what are the nature and ground of aesthetic judgments.
Philosophy

360. SYMBOLIC LOGIC 3 cr. Study of modern formal logic and its use in appraising the correctness of reasoning. Covers at least propositional and quantificational logic (with relations and identity). May also cover areas such as modal logic, deontic logic, belief logic, soundness and completeness, deviant logic, and the history of logic. This is a more advanced introduction to logic than PL 301; while most students who take PL 360 have had no previous study of logic, some find PL 301 to be a good preparation.

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.

375. PHILOSOPHY OF SCIENCE 3 cr. Major philosophical problems raised by science: the nature of scientific inference, the structure of scientific theories, causality, explanation, scientific change, and the role of values in science.

379. PHILOSOPHY OF MIND 3 cr. The nature of mind and its role in our understanding of persons and their actions. Topics include the mind-body problem, artificial intelligence, consciousness, animal minds, personal identity, and free will.

380. PHILOSOPHY AND LATIN AMERICAN LITERATURE 3 cr. Exploration of several philosophical and literary approaches to the notions of “self” and “other,” emphasizing subjectivity and personhood, in the works of canonical philosophers and Latin American authors.

385. PHILOSOPHY AND THE BODY 3 cr. Investigation of the different ways in which classic and contemporary philosophers and theorists have analyzed human embodiment.

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 Institute.

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.

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.

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.

398. SPECIAL TOPICS 1-3 cr. Course subject will be listed in the semester schedule.

ADVANCED COURSES. Designed for majors and minors.

425. PHILOSOPHY OF THE HUMAN PERSON 3 cr. Philosophical reflection on some fundamental and enduring questions about human beings and their relationship to the universe. Includes readings from classical and contemporary sources. Offered at Borromeo Institute.

450. SEMINAR 3 cr. Specific questions on important topics or philosophers. Course subject will be listed in the semester schedule.
Philosophy

495. SENIOR THESIS 3 cr. Prerequisite: 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.
Physical Education and Exercise Science (PE)

Associate Professor: K. M. Manning; Program Coordinator: R. P. Dolciato

Physical Education and Exercise Science provides a variety of courses to serve the recreational, fitness, and professional needs of the students. An undergraduate major in physical education, with an emphasis in exercise science or teacher education, integrated into a liberal arts course of study, provides for a well-balanced Bachelor of Arts degree. A minor in physical education complements undergraduate preparation in a variety of other majors. The physical education major or minor can be practically and professionally combined with many areas, including business, biology, sociology, psychology, and communications.

The Physical Education major prepares candidates for careers in teaching, fitness and recreation. Candidates interested in teaching will pursue Initial Licensure course work through the Education Department.

The Exercise Science major is designed for candidates who are interested in graduate school and careers in such areas as allied health (athletic training, physical therapy), fitness, strength and conditioning, exercise physiology, sport psychology, and cardiac rehabilitation. Candidates interested in admission to graduate programs in allied health will be required to complete course work in natural sciences and social sciences.

Candidates interested in either major are encouraged to meet with the academic adviser to map out an inclusive four-year plan for graduation.

**Major and Minor Requirements**

**Physical Education and Exercise Science Core.** 40-41 credit hours, required for all major or certification programs: PE 200, 202, 205, 205L, 206, 206L, 207, 208, 310, 407, 408, 409, 420, 430, 435.

**Major: Physical Education** (can lead to Multi-Age Licensure). 46-47 hours: PE core (see above), plus PE 411, 432. (For Multi-Age teaching license, additional courses in teacher education are required.)

**Major: Exercise Science.** 55-56 hours: PE core (see above), plus PE 201, 201L, 230, 304, 304L, 432, 496, or 497.

**Physical Education and Exercise Science Minor.** 31 hours: PE 202, 205, 205L, 206, 206L, 208, 407, 409, 435, and three of the following: PE 201-201L, 207, 310, 408, 430.
Physical Education and Exercise Science

The Physical Education major (46-47 hours) combined with the appropriate teacher education courses leads to a Multi-Age teaching license in physical education.

Requirements for Acceptance as a Physical Education and Exercise Science Major

To be accepted as a major in physical education and exercise science, a student may apply during the second semester of the sophomore year.

The application process includes:

- A formal application submitted to the coordinator of Physical Education and Exercise Science.
- A formal essay stating professional goals and expectations.
- An overall GPA of 2.0 or higher.
- A Physical Education and Exercise Science GPA of 2.0 or higher.
- A grade of C or higher in PE 205 and PE 205L.

Note: A student seeking the Multi-Age teaching license must maintain an overall GPA of 2.7, a major GPA of 2.7, and an Education GPA of 2.7 or higher.

Acceptance Decisions:

Accept: Student may continue to take Physical Education and Exercise Science course work.

Conditional Acceptance: Student may continue to take Physical Education and Exercise Science course work, but certain restrictions have been placed on the program. Conditional acceptance may remain in effect for no longer than one (1) academic year.

Defer: Student is not accepted into the major at this point.

Continuation in the Major:

Junior and Senior Year Evaluation

- Students must maintain grades of C or higher in all physical education core classes.
- In addition, Multi-Age licensure candidates must maintain a GPA of 2.7 or higher in all physical education content-area courses.
- Acceptance into a practicum and/or internship will require grades of C or higher in all physical education content-area courses, and a GPA of 2.7 or higher in the applied science courses (PE 201, 201L, 304, 304L, 407, 409, 432).
Students not approved for practicum and/or internship will substitute additional content-area coursework.

Each student is evaluated academically at four different points in the program:

- Application for admission.
- Beginning of second year in the program.
- Prior to acceptance into specific professional field experience: practicum, internship, or pre-student teaching/student teaching.
- Exit assessment.

**Activity Courses**

**Special Note:** Students may apply a maximum of 4 Physical Education (120-174) credits toward graduation requirements and, unless otherwise specified, no more than 8 credits from any combination of AR, CE, FA, or PE (120-174) courses. Credits from physical education courses may not be used to satisfy Core or major requirements.

120. **INTRODUCTORY SWIMMING** 1 cr. For the nonswimmer; based on the Red Cross learn-to-swim program.

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 in order to build aerobic skills and endurance leading to enhanced physical fitness. Principal aspects of stretching, conditioning, and recovery. Cardiovascular and respiratory fitness, weight control, and stress control will also be covered.

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 in order to build aerobic skills and endurance leading to enhanced physical fitness. Principal aspects of stretching, conditioning, and recovery. Cardiovascular and respiratory fitness, weight control, and stress control will also be covered.

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.
Physical Education and Exercise Science

168. BEGINNING SELF-DEFENSE & KARATE 1 cr.
170. BASKETBALL 1 cr.
174. VOLLEYBALL 1 cr.
199. SPECIAL TOPICS 1 cr.

Theory and Method Courses

200. CURRENT HEALTH ISSUES 3 cr. Current health issues affecting the daily lives of all people. Physical fitness, mental fitness, behavior, drugs, alcohol, STD, nutrition. Emphasis on current health research; discussion and application of course material.

201. CARE AND PREVENTION OF ATHLETIC INJURIES I 2 cr. Prerequisites: PE 205/205L. Introduction to basic concepts of athletic training. Emphasis on common athletic injuries, basic conditioning, prevention, recognition, and treatment of athletic injuries.

201L. CARE AND PREVENTION OF ATHLETIC INJURIES LAB I 1 cr. Corequisite: PE 201. Introduction to basic wrapping and taping techniques used in the prevention, care, and treatment of athletic injuries. A hands-on laboratory course used to develop these basic skills.

202. ADVANCED FIRST AID AND EMERGENCY CARE 2 cr. Essential information for developing the functional first-aid capabilities required by physical education teachers, coaches, and other special-interest groups. Designed according to the guidelines of the American Red Cross for its course in Advanced First Aid and Emergency Care.

203. AMERICAN RED CROSS COMMUNITY CPR 1 cr. Techniques for basic life support for cardiopulmonary emergencies, as in cardiovascular collapse, ventricular fibrillation, or cardiac standstill. Artificial ventilation and CPR for adults, children, and infants.

205. ANATOMY AND PHYSIOLOGY I 3 cr. Structure and function of the human body, including cells, tissues, and skin, as well as the skeletal, articular, and muscular systems.

205L. ANATOMY AND PHYSIOLOGY I LAB 1 cr. Corequisite: PE 205. Use of slides, human skeletons, and dissections to study cells, tissues, and skin, as well as the skeletal, articular, and muscular systems.

206. ANATOMY AND PHYSIOLOGY II 3 cr. Prerequisite: PE 205. Structure and function of the body, including the nervous, circulatory, lymphatic, respiratory, renal, and digestive systems.

206L. ANATOMY AND PHYSIOLOGY II LAB 1 cr. Corequisite: PE 206. Dissection, examination of animal hearts and brains, and use of various measuring devices for studying the nervous, circulatory, respiratory, renal, and digestive systems.

207. FOUNDATIONS OF PHYSICAL EDUCATION AND EXERCISE SCIENCE 3 cr. Major ideas, institutions, movements, and individuals in the fields of physical education and exercise science. Includes an examination of potential careers in physical education, exercise science, and allied health professions.

208. PHYSICAL GROWTH AND DEVELOPMENT 3 cr. Study of normal developmental patterns (cognitive, sensory, neurological, skeletal, muscular), and the relative influence of these systems on neuromotor maturation and motor skills development.
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.

220. SCUBA DIVING 2 cr. Scuba and skin diving. Meets or exceeding the national standards of the Professional Association of Diving Instructors (PADI): 1) to enable students to learn the necessary skills to safely enjoy skin and scuba diving activities in open water without the assistance of an instructor; 2) to familiarize students with the different types of equipment used in skin and scuba diving; 3) to provide students with knowledge concerning the marine environment, safety procedures, first aid, and lifesaving skills related to skin and scuba diving.

230. NUTRITION FOR ATHLETICS AND PHYSICAL ACTIVITY 3 cr. Overview of basic nutritional guidelines relevant to efficient use of the energy systems and their influence on physical and athletic performance.

299. SPECIAL TOPICS 2-3 cr. Instructor’s permission required. Topics are published in the schedule of classes for each term.

304. CARE AND PREVENTION OF ATHLETIC INJURIES II 2 cr. Prerequisites: PE 201 and 201L. Topics from PE 201 expanded: in-depth examination of athletic injury evaluation, management, and basic rehabilitation concepts.

304L. CARE AND PREVENTION OF ATHLETIC INJURIES II LAB 1 cr. Prerequisites: PE 201 and 201L; corequisite: PE 304. Extension of PE 201L. Emphasis on wrapping and taping techniques used in the prevention, care, and treatment of athletic injuries. This is a laboratory course used to develop these skills.

310. METHODS, MATERIALS, AND RESOURCES IN PHYSICAL EDUCATION 3 cr. Methodologies, materials, and resources unique to teaching physical education. Emphasis on developing plans and objectives as well as organizational techniques appropriate for teaching grades 4 through 12. Field experience required.

397. METHODS, MATERIALS, AND RESOURCES IN OUTDOOR EDUCATION 3 cr. Methodologies unique to outdoor education. Materials and resources that permit the expansion of the curriculum beyond the confines of the classroom. Emphasis on knowledge and practical use of methods, materials, and resources.

399. SPECIAL TOPICS 2-3 cr. Permission of instructor required. Topics are published in the schedule of classes for each term.


408. ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND PHYSICAL EDUCATION 3 cr. Administrative functions of planning and organizing programs in athletics, physical education, and exercise science. Additional emphasis on staffing, directing, and coordinating programs. Includes application in student’s area of concentration.

409. KINESIOLOGY 3 cr. Prerequisites: PE 205 and 205L. Experience in movement, analysis of the physiological bases of muscular activities, and general effects on body functions.
Physical Education and Exercise Science

411. PHYSICAL EDUCATION IN EARLY CHILDHOOD 3 cr. Curriculum, procedures, methodology, instructional strategies, and physical activities that are developmentally appropriate—intellectually, physically, emotionally, and socially—for children from pre-kindergarten through the primary grades. Field experience.

420. PHYSICAL EDUCATION FOR SPECIAL POPULATIONS 3 cr. Examination of disabilities encountered in schools, recreation, athletics, and allied health programs. Emphasis is 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 and program development. Field experience.

430. RESEARCH AND MEASUREMENTS IN EXERCISE SCIENCE 3 cr. Statistics and research methodology used in exercise science and allied health. Emphasis is 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. Study of human motor behavior as influenced by cognitive development, physiological development, maturation, motivation, and learning. Emphasis is on normal development as well as regressive development as a function of aging and/or disability.

435. ETHICAL PROBLEMS IN ATHLETICS AND PHYSICAL EDUCATION 3 cr. The nature of ethics through the study of ethical issues in athletics, physical education, and exercise science, such as the use of performance-enhancing drugs; fitness guidelines for youth sports; recruiting, professionalism, and other current topics. Open only to Physical Education and Exercise Science majors with junior or senior status.

440. INDEPENDENT STUDY 1-3 cr. Instructor’s permission required. Intensive study of the problems and concerns in a selected area of health, physical education, or exercise science.

496. PRACTICUM 3 cr. Prerequisites: junior or senior standing, exercise science major, and permission of instructor and coordinator. Supervised application of the principles of exercise science in an environment selected by the individual candidates, such as athletic training, cardiac rehabilitation, fitness, coaching in environments such as education, athletics, medicine, physical therapy, and business. A proposed plan must be approved by the coordinator of Physical Education and Exercise Science prior to enrollment. Final paper developed in conjunction with the practicum.

497. INTERNSHIP 3 cr. Prerequisites: junior or senior standing, exercise science major, and permission of instructor and coordinator. Candidates select an internship assignment in line with their graduate school area of interest, e.g., athletic training, strength and conditioning, physical therapy, exercise physiology. Final paper required.

499. SPECIAL TOPICS 2-3 cr. Instructor’s permission required. Topics are published in the schedule of classes for each term.
Physics (PH)
Engineering Physics (EP)

Professors: G. Lacueva, A. R. Day (Chair); Associate Professor: J. S. Dyck; Assistant Professors: N. K. Piracha, P. Tian

The Physics Department plays a central role in the University’s mission of educating students to live in an increasingly technological, highly complex society. The department provides a range of physics/engineering programs for its majors, support courses for other science majors, and courses which fulfill the science requirements of the University Core Curriculum for non-science majors. The department has modern, well equipped undergraduate laboratories, and many of the courses have a laboratory component that emphasizes the central role of experiments in science.

Research plays an essential role in the education of students majoring in physics. Students have the opportunity of working under the guidance of a faculty member on campus, and the department encourages all students to spend at least one summer participating in a research program at a major research university or national laboratory.

Four major programs are offered. Three lead to a Bachelor of Science degree in physics, and one leads to a Bachelor of Arts degree. The Bachelor of Science programs are physics, engineering physics, and interdisciplinary physics. The physics major is an excellent preparation for a diverse range of careers. Many graduates have gone directly into the workforce in physics, engineering, business, and teaching. Others have continued their academic careers with graduate study in a variety of fields, including physics, engineering, computer science, law, and medicine.

B.S. Physics Major
The major adds to the physics core a selection of upper-division courses such as thermal physics, optics, 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 adds to the physics core 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.
**Physics**

## Major and Minor Requirements

**B.S. in Physics Major.** 53-55 credit hours. The physics core (see below) 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 PH lecture credit and 2 hours of PH or EP lab credit.


*Required Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.

**B.S. in Engineering Physics Major.** 53-55 credit hours. The physics core (see below) 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 Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.

**B.S. in Interdisciplinary Physics Major.** 57-65 credit hours. The physics core (see below) plus interdisciplinary support courses from BL, CH, MT, CS, PS, or the Boer School of Business:

- **Either**
  - An additional 24 credit hours of lower-division courses which must include 4 credit hours of laboratory courses.

- **Or**
  - An additional 18 credit hours, at least 9 of which must be upper-division courses.


*Required Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.

Note: For all B.S. programs, up to 6 hours of electives 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).

**B.A. in Physics Major.** 39-41 credit hours: The physics core (see below).


*Required Chemistry Support Courses.* 5 hours: CH 141 or 151H; 143 or 153.


**Minors in Physics and Engineering Physics.** 22-24 credit hours: PH 135, 135L, 136, 136L (or 215, 215L, 216, 216L), 246; EP 217; and at least 8 hours of upper-division EP or PH electives.

B.S. Interdisciplinary Physics Major

This major adds to the physics core 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 who are interested in medical school. It is also 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.

B.A. Physics Major

This major is the physics core with no additional courses. It is the most flexible of all the physics majors and fits well with an environmental studies concentration, preparation for law, or business school.

Engineering Programs

Students interested in engineering have the following options:

1. They may complete the B.S. degree in engineering physics and then pursue graduate work in engineering or seek employment.

2. They may combine a B.S. degree in physics or engineering physics with electives in engineering taken in the engineering schools at Case Western Reserve University or Cleveland State University, which are participants in the Northeast Ohio Council on Higher Education Cross Registration Program.

3. They may complete two years of pre-engineering at John Carroll and then transfer either to Case Western Reserve University or to the University of Detroit Mercy to pursue a bachelor’s degree in engineering. (John Carroll has formal programs with these universities.) Students may also transfer to other engineering schools.

4. They may choose the joint degree program with Case Western Reserve University. This Binary (3-2) Program is for students who want to combine a solid arts and sciences foundation with technical study in astronomy, biochemistry, or an engineering discipline. A minimum GPA of 3.0 is required for participation in the Binary Program. A 3.0 GPA in science and mathematics courses is also required.

For further details concerning engineering programs, see the section of this Bulletin entitled “Preparation for Graduate and Professional Study.”

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 Allied Studies 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.
Physics

Courses for Non-Science Majors

The Physics Department offers a variety of courses and laboratories in physics, earth science, and astronomy for non-science majors. These include PH 101, 101L, 102, 102L, 107, 107L, 113, 113L, 197, and 197L. These courses may satisfy the Division IV requirement of the University Core Curriculum; for more information, consult the current schedule of classes. There are no prerequisites for these courses, although a recent mathematics course (such as high school algebra) is recommended.

PHYSICS (PH)

101. EARTH SCIENCE I 3 cr. No prerequisite; corequisite: PH 101L. Primarily for students who are not majoring in the physical sciences. Physical and historical geology. Rocks and minerals, weathering the hydrologic cycle, glaciers, earthquakes, plate tectonics, igneous activity, geologic time, earth history, and oceanography.

101L. EARTH SCIENCE LABORATORY I 1 cr. No prerequisite; corequisite: PH 101. Application of basic concepts of earth science presented in PH 101 to collecting facts, examining information, and drawing conclusions in a scientific manner.

102. EARTH SCIENCE II 3 cr. No prerequisite; corequisite: PH 102L. Primarily for students not majoring in the physical sciences. Structure and composition of the atmosphere, moisture, pressure and winds, weather and climate, human impact. Introduction to astronomy; the earth’s place in the universe; the solar system; light and astronomical observations; stars and galaxies.

102L. EARTH SCIENCE LABORATORY II 1 cr. No prerequisite; corequisite: PH 102. Application of basic concepts of earth science presented in PH 102 to collecting facts, examining information, and drawing conclusions in a scientific manner.

107. INTRODUCTORY PHYSICS BY EXPERIMENT I 4 cr. No prerequisite; corequisite: PH 107L. For students who are not majoring in the physical sciences. Computer-aided tools used to study a selected number of topics, mainly in classical mechanics. Group projects. Meets for two 2-hour sessions weekly in a laboratory setting.

107L. INTRODUCTORY PHYSICS BY EXPERIMENT LABORATORY I 0 cr. Corequisite: PH 107. This laboratory is an integral part of PH 107.

113. INTRODUCTORY ASTRONOMY 3 cr. No prerequisite; corequisite: PH 113L. For students who are not majoring in the physical sciences. Historical development of the understanding of the universe; tools and techniques. The sun as a star; stellar origin and evolution; galaxies and the universe; the solar system as known through space exploration. Slides, films, and observing with telescopes.

113L. INTRODUCTORY ASTRONOMY LABORATORY 1 cr. Corequisite: PH 113. Experiments 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.

125. GENERAL PHYSICS I 3 cr. Corequisite: PH 125L. Suitable for biology, premedical, and predental majors. Topics from the areas of mechanics, vibration and sound, wave motion, solids and fluids, and thermodynamics. High school physics or a conceptual physics course such as PH 107 is strongly recommended as a prerequisite. Students who have not had high
Physics

school physics should consult with the department chair prior to registering. Offered every fall.

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. Offered every fall.

126. GENERAL PHYSICS II 3 cr. Prerequisite: PH 125; corequisite: 126L. Suitable for biology, premedical, and predental majors. Topics from the areas of optics, electricity, magnetism, and modern physics. Offered every spring.

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. Offered every spring.

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 applications to the physical sciences and engineering. High school physics or a conceptual physics course such as PH 107 is strongly recommended as a prerequisite. Students who have not had high school physics should consult with the department chair prior to registering.


197. SPECIAL TOPICS IN PHYSICS 1-3 cr. No prerequisite; corequisite: PH 197L. For non-science majors. Topics are published in the schedule of classes for the applicable term.

197L. SPECIAL TOPICS IN PHYSICS LABORATORY 1 cr. Corequisite: appropriate section of PH 197. Experiments designed to complement the material covered in PH 197. For non-science majors.

246. MODERN PHYSICS 3 cr. Prerequisite: PH 136 or PH 216; corequisite: MT 233. Basic physical theories governing elementary particles, nuclei, atoms, molecules, and their interactions; relativity, quantum theory. Offered every fall.


315. CLASSICAL MECHANICS 3 cr. Prerequisites: PH 136 or PH 216, EP 217; corequisite: PH 315L. Kinematics, Newtonian mechanics, oscillatory motion, central-force motion, rotating reference frames, and dynamics of rigid bodies. Mathematical concepts that arise in mechanics, including vector analysis. Offered every other year.

315L. CLASSICAL MECHANICS WORKSHOP 1 cr. Corequisite: PH 315. Two hours of workshop per week supporting PH 315. Includes mathematical, computer, and experimental exercises. Offered every other year.

325. THERMAL PHYSICS 3 cr. Prerequisites: PH 136 or PH 216, EP 217. Laws of thermodynamics, entropy, phase transitions, classical and quantum statistical mechanics. Application to ideal and non-ideal systems. Usually offered every other year.

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. Offered every fall.
Physics


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. Offered every other year.

395. INDEPENDENT STUDY 1-3 cr. Prerequisites: junior standing and acceptance of the study topic by a member of the Physics 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 Physics 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 one of the research activities of the department.

445. QUANTUM PHYSICS 3 cr. Prerequisites: PH 246, EP 217; corequisite: PH 445L. Origin of quantum theory, Schrödinger’s wave mechanics, one-dimensional systems, operators, eigenfunctions and eigenvalues, harmonic oscillator, angular momentum, the hydrogen atom. Perturbation theory and application to atoms and molecules. Mathematical concepts that arise in quantum mechanics, including operators, eigenvectors and eigenvalues, and boundary value problems. Offered every other year.


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. Usually offered every other year.

495. INDEPENDENT STUDY 1-3 cr. Prerequisites: senior standing and acceptance of the study topic by a member of the Physics Department who agrees to monitor the study.

496. INDEPENDENT LABORATORY STUDY 1-3 cr. Prerequisites: senior standing, approval of a faculty member, and permission of the Physics Department. Independent laboratory project under the supervision of a faculty member.

497. SPECIAL TOPICS 1-3 cr. Prerequisite: senior standing. Topics may be published in the schedule of classes for the applicable term.

ENGINEERING PHYSICS (EP)

217. MATHEMATICAL METHODS OF PHYSICS AND ENGINEERING 3 cr. Prerequisite: MT 136. Complex numbers, complex exponential, logarithmic, and trigonometric functions. First and second-order differential equations, including use of Laplace transformation; Fourier series; matrices and determinants; systems of linear equations. Offered every spring.
260. ELECTRONICS 3 cr. Prerequisites: PH 136, 216 and MT 136; corequisite: EP 260L. Topics include DC/AC circuits and their analysis and basic semiconductor devices and their application. Offered every spring.


454. APPLIED OPTICS 3 cr. Prerequisite: EP 217; corequisite: EP 454L. Geometric and physical optics, lasers, fiber optics, and optical instruments. Usually offered every other year.

454L. APPLIED OPTICS LABORATORY 1 cr. Corequisite: EP 454. Two hours of laboratory per week. Experiments in optics including lenses and mirrors, polarization, diffraction, fiber optics, and lasers. Usually offered every other year.

467. SIGNALS AND SYSTEMS 3 cr. Prerequisites: EP 217; EP 260 or EP 265; corequisite: EP 467L. Techniques of dealing with discrete-time and continuous-time signals in linear systems, in both the time domain and the frequency domain. Fourier analysis (including the Fast Fourier Transform), Laplace transformation, and z-transformation applied to real engineering problems. Signal processing sampling effects and digital filters. Usually offered every other year.


475. ELECTRONIC CIRCUITS 3 cr. Prerequisites: EP 217; EP 260 or EP 265; corequisite: EP 475L. Analysis and design of circuits using discrete or special electronic devices. Transistors, FETs, and thyristors; power supply circuits; optoelectronic devices. Usually offered every other year.


478. DIGITAL DESIGN 3 cr. Prerequisite: MT 136; corequisite: EP 478L. Boolean algebra, combinational and sequential logic design, arithmetic and logic circuits. Hardware description languages and design using complex programmable logic devices. Offered every other year.


amplifiers and their limitations. Frequency and transient response using Laplace techniques, pole-zero diagrams, and Bode plots; active filters. Usually offered every other year.


495. INDEPENDENT STUDY 1-3 cr. Prerequisites: senior standing and acceptance of the study topic by a member of the Physics Department who agrees to monitor the study.

496. INDEPENDENT LABORATORY STUDY 1-3 cr. Prerequisites: senior standing, approval of a faculty member, and permission of the Physics Department. Independent laboratory project under supervision of a faculty member.

497. SPECIAL TOPICS 1-3 cr. Prerequisite: senior standing. Topics may be published in the schedule of classes for the applicable term.
Political Science (PO)

Professor: L. M. Schwab; Associate Professors: L. L. Bowen (Associate Academic Vice President), A. Sobisch, P. A. Mason, E. A. Stiles, M. J. Peden (Associate Dean); Assistant Professors: D. R. Hahn, D. N. Birch (Chair), J. J. Ziemke

The Department of Political Science seeks to facilitate the acquisition of knowledge about politics and to hone intellectual skills that encourage analysis and evaluation of that knowledge. Political science is a social science discipline in the tradition of the liberal arts and sciences. Its subject matter embraces political institutions of government, political behavior, and political theory. The goals of the Political Science Department are: (1) to promote student learning about politics and political science; (2) to improve basic intellectual skills—analytical reasoning, critical thinking, written communication, and problem solving; (3) to promote awareness, interest, concern, and involvement in community affairs at all levels; and (4) to provide a foundation for post-graduate studies (public affairs, political science, public policy, public administration, law, and other related fields) and careers, particularly in public service (e.g., public policy analysis, public administration, non-profit administration, electoral politics), education, political journalism, law, and the private sector (domestic and international).

The major includes five core courses and seven elective courses beyond the 100 level (with no more than three at the 200 level and at least one at the 400 level exclusive of PO 403). The five core courses are: United States Politics (PO 101), Comparative Politics (PO 102), International Relations (PO 103), Political Thought (PO 104), and Political Science Research Methods (PO 300). Students are strongly encouraged to take PO 300 in their junior year. The seven elective courses may be concentrated in one area or distributed across several areas. Political science majors are 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 (such as United States Politics), the department recommends that students first take the 100-level foundational course corresponding to that area of study.

Political science students pursue careers in a variety of fields. These include government, politics, law, education, business, and journalism. Students intent on acquiring a secondary teaching licensure for social studies or history and government should seek the advice of the Political Science Department and be admitted as special students to an appropriate core and set of specialized courses.

The Department of Political Science sponsors the Mu Upsilon chapter of Pi Sigma Alpha, the national political science honorary society. Membership is open to students whose academic record reflects outstanding achievement and demonstrated interest in the study of political science. The department also sponsors the Political Science Association, which provides students with the opportunity to participate in activities such as model UN programs.
Major and Minor Requirements

Major in Political Science: 36 credit hours. The political science core: PO 101, 102, 103, 104, 300; 21 hours of elective courses (200, 300, and 400 level) concentrated in one area or distributed across several areas; no more than nine hours can be at the 200 level; one of the elective courses must be a 400-level course (3 hours but exclusive of PO 403). Team-taught courses will count toward the major at the chair’s discretion.

Minor in United States Politics: 18 hours. PO 101 and 15 hours elected from among PO 204, 207, 213, 241, 295, 301, 302, 303, 305, 309, 310, 312, 314, 315, 316, 317, 318, 319, 343, 344, 361, 363, 395, 417, 440, with no more than 6 hours at the 200 level.

Minor in Foreign Affairs: 18 hours. PO 102 and 103 and 12 hours elected from among PO 220, 241, 254, 296, 297, 311, 320, 321, 334, 335, 337, 344, 351, 355, 356, 357, 396, 397, 428, 445, 458, with no more than 6 hours at the 200 level.

Minor in General Political Science: 18 hours. Two courses at the 100 level and four additional courses (which can include AR 291), with no more than 6 hours at the 200 level.

NOTE: With the permission of the department chair, PO 398 can be used to fulfill minor requirements in either U.S. Politics or Foreign Affairs depending on the specific emphasis of a particular PO 398 offering. All special topics courses count toward the minor in General Political Science.

Minors and Concentrations

Majors of departments other than political science are encouraged to pursue a minor in either American politics, foreign affairs, or general political science.

The department participates in the following interdisciplinary minors and concentrations: Africana Studies, Public Administration and Policy Studies, International Studies, Perspectives on Sex and Gender, Environmental Studies, Latin American Studies, Modern European Studies, Political Communication, and East Asian Studies. Students interested in one of these programs should consult the department chair. See the section on interdisciplinary minors and concentrations in this Bulletin (pages 84-91).

Political Science Core

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.


104. POLITICAL THOUGHT 3 cr. Examination of the assumptions, methods, and substantive positions of selected political theorists as a basis of analyzing political life. Themes include sovereignty, power, equality, slavery, peace, representation, identity, force, and violence.

204. INTRODUCTION TO POLICY STUDIES 3 cr. Introduction to the public policy process; institutions that structure and implement policy responses, models of decision-making, analytical and evaluative methodologies, epistemological approaches, normative concerns. Policy areas investigated to illustrate both the actual and symbolic impact of the policy process within diverse political settings.

207. POLITICS OF EQUALITY 3 cr. Defining the concept of equality within political, social, and economic parameters; analysis of equality as policy goal. Categories of race, sex, and sexual orientation considered in terms of the meaning and value of the concept of equality.

213. POLITICS IN THE 50 STATES 3 cr. Comparative study of the political systems in the fifty states with emphasis on legislatures, governors, bureaucracies, courts, political parties, interest groups, political participation, elections, and public policies.

220. EUROPEAN UNION SIMULATION 3 cr. Simulation course 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.

240. 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.

241. RELIGION, CULTURE, AND POLITICS 3 cr. Explores ways that relationships among religion, culture, and politics are expressed within nations and across national borders. Incorporates comparative perspectives and field opportunities.

242. 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.

243. 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.”

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.

295. SPECIAL TOPICS IN UNITED STATES POLITICS 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first and second-year students or for prospective majors.
Political Science

296. SPECIAL TOPICS IN COMPARATIVE POLITICS 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first and second-year students or for prospective majors.

297. SPECIAL TOPICS IN INTERNATIONAL RELATIONS 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first and second-year students or for prospective majors.

298. SPECIAL TOPICS IN POLITICAL THOUGHT 3 cr. Course title will be listed in the semester course schedule. 200-level special-topics courses are designed for first and second-year students or for prospective majors.

Advanced Courses

300. POLITICAL SCIENCE RESEARCH METHODS 3 cr. Introduction to principles of political (and social) science research. The key concepts of social science research: the philosophy of science, variables, hypotheses, measurement, research designs, sampling, data collection, and data analysis. Should be taken by the end of the junior year.

301. U.S. CONGRESS 3 cr. Committees, leaders, party organizations, and floor proceedings in Congress; elections, legislative reform, lobbyists, and legislative behavior.

302. PUBLIC ADMINISTRATION 3 cr. Principles and practices of public administration; theories of bureaucracy with an emphasis on the U.S. experience; proposals for reconciling effective administration of public policy with democratic norms.

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 SOCIAL WELFARE POLICIES 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; examines social and political implications of these constructions. Social movements organized around the politics of race; responses of political systems to issues of racial inequality.

311. U.S. FOREIGN POLICY 3 cr. Sources, conduct, and effects of U.S. foreign policy from the standpoint of various analytical frameworks. The historical dimension of the course includes the expansion of the “western frontier” in the 19th century to the “global war on terror” and use of “smart power” in the 21st century.

312. URBAN POLITICS 3 cr. Comparative study of the political systems of urban areas with emphasis on the forms of urban government, metropolitan government, political machines, elections, interest groups, local executives, city councils, and bureaucracies.

314. CONSTITUTIONAL POLITICS 3 cr. Investigation of Supreme Court interpretations of the Constitution. Case-study approach to the politics of judicial review, intergovernmental relations, and the commerce, taxing, treaty, and war powers.

315. CIVIL RIGHTS AND LIBERTIES 3 cr. Conflict in American society between majority rule and minority rights. Case-study approach to freedom of speech, press, religion, and association, the protections of due process, the rights of the accused, the equal protection of the laws, voting rights, and privacy.
316. SOCIAL MOVEMENTS 3 cr. Focusing primarily on the 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. Analysis of the role of the courts in the political process and the impact of law on society: structure of federal and state judiciaries, judicial selection, models of judicial decision making, and the implementation of judicial decisions.

318. INTEREST GROUPS AND POLITICAL PARTIES 3 cr. How interest groups affect the American political process. Analysis of interest-group behavior in electoral politics and in the policy process; theory and structure of groups, the rise of political action committees (PACs) and single-issue voters, the functions and activities of the political parties.


320. CHRISTIAN DEMOCRACY IN EUROPE 3 cr. One of the most important contemporary political movements in Europe. Development of Catholic political and social thought from the French Revolution to the present; the role played by Christian Democratic parties in eight countries today.

321. WEST EUROPEAN POLITICS 3 cr. Prerequisite: PO 102. Political systems and processes of the nations of Western Europe: their different constitutional arrangements, political parties, political behavior, and public policies. Emphasis on the European Union and politics of European integration.

330. INTERNATIONAL POLITICS OF THE MIDDLE EAST 3 cr. The international issues and conflicts of the Middle East studied within the context of the history of the area and theories of international relations.

331. U.S. FOREIGN POLICY IN THE MIDDLE EAST 3 cr. Overview of U.S. policy in the Middle East since the end of World War II. Examines U.S. policy through the interplay of factors such as national interest, the Cold War, containment, and affiliation.

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 SECURITY 3 cr. 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. Focus on international organizations such as the International Criminal Court and Amnesty International 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. THE NEW TERRORISM 3 cr. Varieties of politically motivated violence with an emphasis on terrorism; theoretical and normative problems of defining terrorism and classifying various groups as agents of terrorism; major terrorist groups in existence today; political motivations of terrorist and other extremist groups as well as dilemmas faced by U.S. counter-terrorism policies and strategies.
Political Science

336. INTERNATIONAL POLITICAL ECONOMY 3 cr. 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.

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.

351. BERLIN SEMINAR 3 cr. Intensive introduction to the city of Berlin, Germany, focusing on Berlin as capital of empire, republic, and the Nazi regime; as divided city during the Cold War; and as center of the reunified Federal Republic. Includes a ten-day study tour of Berlin during spring break preceded by a series of seminar meetings in preparation for the trip. Offered spring semester of odd-numbered years. Requires additional fee for travel.

355. CATHOLICISM IN THE POLITICAL DEVELOPMENT OF LATIN AMERICA 3 cr. Catholic tradition in Latin America and its role in the development of political institutions, policies, and economic practices in the region. Includes a historical overview of Latin America and the interactions of Catholicism with political traditions important in Latin American political development.

356. POLITICAL TRANSFORMATION: CASE STUDIES FROM LATIN AMERICA 3 cr. An 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.

359. COMPARATIVE POLITICS OF THE MIDDLE EAST 3 cr. The diverse cultures, religious movements, and political systems of the countries of the Middle East.

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 U.S. POLITICS 3 cr. Course subject will be listed in the semester schedule. Students may register for more than one 395 course with the advice of their academic advisor.

396. SPECIAL TOPICS IN COMPARATIVE POLITICS 3 cr. Course topic will be listed in the semester schedule. Students may register for more than one 396 course with the advice of their academic advisor.

397. SPECIAL TOPICS IN INTERNATIONAL RELATIONS 3 cr. Course topic will be listed in the semester schedule. Students may register for more than one 397 course with the advice of their academic advisor.

398. SPECIAL TOPICS IN POLITICAL THOUGHT 3 cr. Course topic will be listed in the semester schedule. Students may register for more than one 398 course with the advice of their academic advisor.

399. INDEPENDENT STUDY 1-3 cr. Directed reading or individual research. Department chair permission required.

401. SENIOR THESIS 3 cr. Prerequisites: PO 300 and instructor permission. Research of a topic in political science. Reviewing past research, developing a research plan, carrying out the research plan, and writing the thesis.

403. SENIOR EXPERIENCE 3 cr. Structured experience that provides the opportunity to address a specific problem, issue, concern, or theme in politics through a number of innovative formats, the nature of which will be determined by a collaboration between the student and instructor. Possible formats include service learning, political advocacy, a practicum, and tutorials, among others. Instructor permission required. Does not fulfill 400-level major requirement.

410. AMERICAN PRESIDENCY 3 cr. Institutions, personalities, and political processes centered in the presidency; implications of the shifting balance of powers between the presidency and the other federal branches; analysis of media and public expectations in light of effective leadership and public accountability.

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 given to how and why the Court renders its decisions, how it determines its docket and case load, and the impact of Supreme Court decisions. Course will have significant independent research component.

428. COMPARATIVE PUBLIC POLICY 3 cr. Prerequisite: PO 102 or EC 201 or 211, or EC 202 or 212. Interrelationship between politics and economics from a comparative perspective, including the philosophical underpinnings of the major political-economic systems; relationship between capitalism and democracy; origin and problems of the modern welfare state; instruments of economic policy making; relationship between economic performance and political behavior; and behavior of elected officials within the context of the competitive democratic system.

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.
Political Science

445. NATIONALISM AND CITIZENSHIP 3 cr. The two dominant ways of interpreting political identity in the modern world, with both a theoretical and empirical component. Relationship between ascriptive identity and democracy, the meaning of patriotism, the impact of colonialism and race-thinking, and examination of the possibilities for shared political life beyond the nation-state.

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. Course 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.

459. RESISTANCE AND DECOLONIZATION IN THE ANDES 3 cr. Indigenous resistance to Spanish colonization of the Andes beginning in the 16th century and the current project of “decolonization” in Bolivia. Students undertake their own research projects on indigenous politics in the Americas or resistance to (neo) colonialism elsewhere in the world.

464. UTOPIAN THOUGHT 3 cr. Role of utopian thought in the development and evolution of Western political theory. Readings on both political theory and literary utopias. Application of utopian thought to such contemporary issues as the destruction of the natural environment, political and social inequality, globalization and community, science and technology, and moral relativism.

498. ADVANCED INDEPENDENT STUDY 1-3 cr. Senior and/or graduate level directed reading or independent research. Permission of department chair required.

499. SEMINAR 3 cr. Courses on a variety of topics taught in a seminar format.
Psychology (PS)

Professors: H. M. Murphy, T. R. Evans, E. V. Swenson, D. W. Rainey, J. D. Larsen (Chair), B. A. Martin (Interim Dean); Associate Professors: N. R. Santilli (Associate Academic Vice President), J. H. Yost, D. Ben-Porath, A. A. Imam; Assistant Professors: S. D. Young, T. Masterson

Psychology 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. Psychology 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 resources, and law. In addition, an interdisciplinary concentration in neuroscience is coordinated through the Department of Psychology.

The Department of Psychology 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.

Learning Goals

1. Knowledge base in the core areas of psychology.
2. Critical thinking skills.
3. Communication skills in the language of psychology.
4. Information and technological literacy.
5. Research methods and statistics in psychology.
6. Ethics and values of the discipline.
7. Sociocultural and international awareness.
8. Application of psychology, including service to the community.
Psychology

Major and Minor Requirements

**Major in Psychology:** 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 280/280L, 332/332L, 386. The remaining 18 hours are PS electives at the 200 level or above.

PS 101 is the only 100-level course that may be counted in the major.

At least 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 psychology.

**Required Support Courses:** MT 122 and MT 123 (minimum grade of C- required in MT 123) should be taken by the end of the sophomore year. MT 228 may substitute for MT 122.

**Minor in Psychology:** 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.

The Psychology Major

Psychology majors receive a firm grounding in the scientific aspects of the discipline. After completing the introductory psychology course (PS 101), majors 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.

Psychology 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 psychology or an allied discipline.

PS 101 is prerequisite to all courses at the 200 level and beyond in psychology, unless otherwise noted. PS 101 is the only 100-level course that is counted in the psychology major. Majors may apply other 100-level psychology courses to the University Core or general elective credit-hour requirements. Check the listings in the schedule of classes each semester to see which courses may be applied to Division IV and other University Core requirements.

300
Preparation for Graduate Study in Psychology: Graduate study in psychology 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 psychology 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 psychology or an allied discipline should seek a firm foundation in the core areas of psychology and obtain research experience through additional coursework and independent study. The following courses are recommended for students planning graduate study: PS 190, 241, 261, 262, 365; PS 280/280L, 301/301L, 318/318L, 326, 332/332L, 401, 421, 435, 457, 471 and 497N or 499.

Specialized Tracks in Psychology: Psychology majors may elect to complete one of the following four tracks in applied psychology. 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 infancy through late adulthood 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 psychology major requires all of the following courses: PS 101, 261, 262, 301/301L, 326, 332/332L, 342, 365, 435, 455 or 457, SC 275, two PS electives, and an approved senior seminar. Coordinator: Dr. Sheri Young.

Forensic Psychology Track Description: 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 psychology 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 280/280L, 332/332L, 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 in I/O psychology and those seeking employment in I/O-related areas. Students prepare for 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 of Psychology early in their program. Course prerequisites must be observed. Completing both the I/O track and the psychology 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 280/280L, 332/332L,
Psychology

386; four of MN 353, 370, 373, 376, CO 300, 305, BI 200. **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 psychology 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 280/280L or 332/332L; one of PS 318/318L or 326; and at least one additional PS elective. **Coordinator:** Dr. David W. Rainey.

**Interdisciplinary Concentration in Neuroscience**

This interdisciplinary concentration is coordinated by the Department of Psychology. The program provides an interdisciplinary approach to the study of physiology, biochemistry, and the behavior of higher animals. The program and the required courses are described in the section of this *Bulletin* on “Interdisciplinary Minors and Concentrations,” page 90. **Coordinator:** Dr. Helen M. Murphy.

**Interdisciplinary Concentrations**

Besides Neuroscience, the Department of Psychology participates in the Aging Studies and Africana Studies interdisciplinary concentrations (see pages 84-91).

**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 psychology 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. degree in psychology 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 Sociology Department, coordinator of this program, during the freshman year.

**101. INTRODUCTION TO PSYCHOLOGY 3 cr.** Fundamental principles of behavior, including research methods, learning and cognition, biological basis of behavior, perception, motivation, human development, social psychology, personality, psychopathology, and psychological testing. 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 psychology major.
175. LIFE SPAN DEVELOPMENT 3 cr. Survey of basic theories and research relative to human growth and development from conception through old age 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 psychology major.

190. PLANNING FOR GRADUATE SCHOOL IN PSYCHOLOGY 1 cr. Information on preparation for selection of and applying to psychology graduate programs. Does not fulfill requirements of the psychology 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 relative to human growth and development from conception through late childhood, with emphasis on the physiological, intellectual, socio-emotional, and cultural changes associated with human life.

262. ADOLESCENT DEVELOPMENT 3 cr. Prerequisite: PS 101 (or ED 201 for Education majors only). Survey of the basic theories and research relative to human growth and development from preadolescence to young adulthood, with emphasis on the physiological, intellectual, socio-emotional, and cultural changes associated with human life.

280. HUMAN MEMORY AND COGNITION 3 cr. Corequisite: PS 280L. What psychology has found about how people acquire and use knowledge. Topics include attention, how meaning is represented, memory, language, reasoning, and problem solving.

280L. HUMAN MEMORY AND COGNITION LABORATORY 0 cr. Corequisite: PS 280. Two hours of laboratory per week. Students participate in experiments investigating human cognition related to topics in PS 280.

299. RESEARCH EXPERIENCE IN PSYCHOLOGY 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 PSYCHOLOGY 4 cr. Prerequisites: MT 122, 123 (with at least a C- in MT 123); corequisite: PS 301L. Introduction to the scientific method as it is used to design, conduct, and analyze experiments in psychology. A manuscript in APA style describing research in PS 301L is required.

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.
Psychology

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.

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 OF PERSONALITY (ED 451) 3 cr. Survey of major personality theories with critical consideration of research support and clinical/counseling applications.

359. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3 cr. Topics for understanding the selection and evaluation of workers within organizations. Current theories of work motivation, job design, and leadership, with an emphasis on applications within organizations.

365. ADULTHOOD AND AGING 3 cr. Study of growth and development from young adulthood to old age with emphasis on life stages, transitions, and the breadth of human experience.

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.

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 functioning and impaired functioning individuals.

395. SPECIAL TOPICS 1-3 cr. A selection of courses on a variety of special topics in psychology designed for both psychology and non-psychology majors.
401. ADVANCED RESEARCH METHODS IN PSYCHOLOGY 3 cr. Prerequisites: PS 301 and PS 301L (with at least a B) and permission of instructor. Students plan, conduct, and analyze data from individual research projects, and prepare a manuscript suitable for submission to a psychological journal.

421. HISTORY AND SYSTEMS OF PSYCHOLOGY 3 cr. Development of psychology from its philosophical antecedents to its present status as a behavioral science and profession. Recommended as preparation for the departmental comprehensive examination.

426. PSYCHOPHARMACOLOGY 3 cr. Prerequisite: PS 326 or BL 155. Not open to those with credit in PS 226. Effects of psychotropic drugs on behavior, cognitive functioning, and emotion, with an emphasis on both psychotherapeutic agents utilized in the treatment of biochemical abnormalities associated with various psychopathologies and drugs of abuse.

435. TESTS AND MEASUREMENTS 3 cr. Prerequisite: MT 122 or equivalent. Survey and evaluation of current psychological test theory. Test construction, reliability, validity, and frequently used psychological tests are covered. This is not a course in test administration.

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; the techniques employed in these approaches; specialized treatment interventions. Topics include marital/family therapy, music therapy, art therapy, group treatment interventions, and empirical support for therapeutic interventions.

470. SEMINAR ON CHILDREN 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 PSYCHOLOGY 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 who work in other settings. Basis for the course is the American Psychological Association Ethical Principles of Psychologists and Code of Conduct and how it is useful in the analysis and resolution of ethical dilemmas.

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.
Psychology

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 PSYCHOLOGY 3 cr. Series of courses on a variety of special topics in psychology designed for senior psychology students.

479. SPECIAL TOPICS IN PSYCHOLOGY 3 cr. A selection of courses on a variety of special topics in psychology.

480-489. PRACTICA IN PSYCHOLOGY 1-3 cr. Limited to junior and senior psychology majors 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 in conjunction 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 1-3 cr. Educational and clinical settings.

484-485. PRACTICUM IN GENERAL PSYCHOLOGY 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 consent 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.

496. READINGS IN PSYCHOLOGY 1-3 cr. Prerequisites: GPA of 3.0 as well as 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. INDIVIDUAL RESEARCH PROJECT IN NEUROSCIENCE 3 cr. Prerequisites: GPA of 3.0 and approval of neuroscience concentration coordinator. Advanced undergraduate participation in the conception, design, execution, and reporting of a research project in neuroscience. 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 neuroscience coordinator prior to enrollment.

498. PRACTICUM IN RESEARCH METHODS 3 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.

499. INDIVIDUAL RESEARCH PROJECT IN PSYCHOLOGY 1-3 cr. Prerequisites: GPA of 3.0, 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.
Religious Studies (RL)


The study of the religious experience of humanity is an academic discipline which John Carroll University considers to be an integral part of a liberal education. As a Jesuit and Catholic university, John Carroll also provides the opportunity for its students to choose elective courses designed to give them an understanding of their faith commensurate with their other learning. The University Core requirement in religious studies is satisfied by RL 101 and a second appropriately designated 3-credit RL course at the 200 or 300 level.

Major and Minor Requirements

Major in Religious Studies:  RL 101 plus 36 credit hours.
RL 200; 205; 220 or 228; 231 or 232 or 237; 250 or 252 or 253 or 254 or 255; 260 or 262 or 267.
One additional course in world religions.
One 300 or 400-level course in philosophical or systematic theology.
One 300 or 400-level course in religious ethics.
Two upper-division elective courses (6 cr.)
RL 493 (3 cr.)
At least three courses must be on the 400 level; one of these is RL 493.

A comprehensive examination is required.

Although not required, RL majors are strongly encouraged to study abroad.

Minor in Religious Studies:  RL 101 plus 21 credit hours.
Nine credits (3 courses):  One course from three of the following areas:
  Scripture – RL 200 or 205
  History of Christianity – RL 220 or 228
  Philosophical or Systematic Theology – RL 231 or 232 or 237
  World Religions – RL 250 or 252 or 253 or 254 or 255
  Religious Ethics – RL 260 or 262 or 267

Nine credits must be at the 300-400 level, and include at least one 400-level course.
Religious Studies

RL 101 is a course designed to introduce students to religious studies as an academic discipline and to address several issues and topics fundamental to the discipline. The options for the second course allow students to continue study, in greater depth, of one or more of the issues and topics introduced in the first course.

RL 101 is prerequisite for all other courses offered in the department.

Courses at the 200 and 300 level are open to all students except where prerequisites are specifically stated. The difference between 200 and 300-level courses is that 300-level courses have a more specific or limited focus. Enrollment by non-majors in courses at the 400 level requires authorization by the chair.

The Department of Religious Studies offers a major and a minor. The major in religious studies may serve as partial fulfillment of the requirement for the certification of elementary and high school teachers of religion in the Diocese of Cleveland.

The department is privileged to offer courses with the support of three different endowments, the Walter and Mary Tuohy Chair of Interreligious Studies, the Bediuzzaman Said Nursi Chair in Islamic Studies, and the Bernard Hollander Lectureship in Jewish Studies. For details on these programs, see pages 327-331.

Program requirements and course descriptions for the Master of Arts degree in religious studies are published in The Graduate Studies Bulletin.

101. INTRODUCTION TO RELIGIOUS STUDIES 3 cr. Introduction to the academic study of religion. Topics include the nature of religion; the human search for meaning; revelation; symbol, myth, and ritual; faith as it relates to reason, experience, and morality. Introduction to the areas of scripture, theology, ethics, and religious traditions. RL 101 is designed to prepare students for courses at the 200 and 300 level.


205. NEW TESTAMENT INTRODUCTION 3 cr. Development and composition of the New Testament; the historical, cultural, and religious environment out of which it arose; and the various theological perspectives found within it.

220. HISTORY OF CHRISTIANITY I 3 cr. Christianity from its origins to 1300: earliest communities, encounter with the Roman world, establishment of Christian intellectual and artistic life, monasticism, conversion of the barbarians, rise of the papacy, the Gothic age.

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.

228. AMERICAN CHRISTIANITY 3 cr. Development of Christianity in the U.S. from the colonial period to the present. Emphasis on interaction between Christianity and American culture and on 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.
231. CONTEMPORARY CATHOLIC THEOLOGY 3 cr. Overview of Roman Catholic theological themes and issues since the Second Vatican Council (1962-65) with attention to selected areas: scripture, grace, sin, redemption, the role of Jesus, the Church, ethical norms and morality, and sacraments.

232. JESUS: HISTORICAL AND THEOLOGICAL PERSPECTIVES 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.

234. RELIGION AND PSYCHOLOGY 3 cr. The intimate and complex relationship between religion and psychology, which many in Western secular societies believe has become the arbiter of meaning, replacing religion as the engine shaping our understanding of the good life. Also examines the mutual influence of religion and psychology, where they converge and where they diverge, and how they assist the spiritual seeker.

237. CONTEMPORARY PROTESTANT THEOLOGY 3 cr. Main ideas and expressions of Protestantism; selected writings of major modern Protestant theologians.

238. CATECHISM OF THE CATHOLIC CHURCH (Offered at Borromeo Seminary) 3 cr. Overview of Roman Catholic theology based on the Catechism of the Catholic Church as well as a look at various themes and issues since the Second Vatican Council that find their roots and explanation in the Catechism. Emphasis on scripture, grace, sacraments, sin, redemption, the role of Jesus, the Church Magisterium, ethical norms, and morality.

250. 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.

252. INTRODUCTION TO THE 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 7th century, and the developments of Tendai, Kegon, Zen, and Shingon beliefs and practices.

255. INTRODUCTION TO ISLAM 3 cr. Surveys the history of Islam, the impact of Islamic belief and culture on the world’s social and political development, and the fundamental tenets and practices of Islam. Includes a modern interpretation of the Islamic tradition.

260. MORAL DECISION MAKING 3 cr. Examination of contemporary moral issues with a focus on methods for analyzing and evaluating moral problems, as well as the sources from the Christian tradition that form moral identity and ethical decisions.

262. 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.
Religious Studies

264. AFRICAN AMERICAN CHRISTIAN SOCIAL ETHICS 3 cr. Nature, origins, and functions of African American ethical response as related to social, political, and religious belief systems. Emphasis on historical and social translation of values dictated by African American religion and theology. Topics include African American social Christianity, ethical/political issues of religion, womanist ethics, and current ethical dialogues.

267. LIBERATION ETHICS 3 cr. Focuses on the ethics that arose out of the moral indignation of Latin Americans and African Americans 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.

272. CHRISTIAN SPIRITUALITY 3 cr. The interior life studied from the perspective of spiritual freedom and transformation grounded in the life and teaching of Jesus Christ. Probes the deepest longings of the heart and their relationship to human and spiritual fulfillment.

299. SPECIAL TOPICS 3 cr. Selected topics in one of the areas of religious studies. Selected content and number of credits to be announced when offered.

300. HISTORY OF THE ANCIENT NEAR EAST (HS 300) 3 cr. History, culture, and religion of Egypt, Mesopotamia, and Syro-Palestine.

301. ARCHAEOLOGY AND THE BIBLE 3 cr. Principles and methodologies of archaeology; examination of how archaeology broadens and informs our understanding of the world and events of the Bible.

306. JESUS IN FILM AND HISTORY 3 cr. Prerequisite or corequisite: RL 205 or equivalent. Introduction to the historical person Jesus of Nazareth. Jesus’ words and deeds as understood by his own contemporaries. Comparisons to how Jesus was later understood and portrayed by his followers and popular media (e.g., art, literature, film).

315. THE HOLOCAUST AND ITS MEANING 3 cr. Reaction of Jewish and Christian intellectuals to the Nazi attempt to destroy the Jewish people; analysis of accounts of Holocaust survivors; the singular witness of Elie Wiesel; significance of the Holocaust for Jewish-Christian dialogue.

320. HISTORY OF CHRISTMAS 3 cr. Origins of the feast; gospel infancy narratives; apocryphal traditions; Christology; Christmas in Medieval art and drama; cult of Saint Nicholas; origins and growth of Christmas music; Puritan attack on the feast; decline of the feast in 18th century; impact of the Industrial Revolution; Washington Irving, Charles Dickens, and establishment of modern Christmas; 20th century commercialization; contemporary developments.

321. HISTORY OF THE IDEA OF EVIL 3 cr. Problem of evil from its biblical origins to the modern period with emphasis on the interaction between religious notions and cultural forces. Topics include the Book of Job, the rise of Satan, Augustine and original sin, Satan in medieval art, Dante, Milton, the Reformation, the Enlightenment, Mary Shelley, the demonic and Gothic, modern theological and scientific approaches.

322. GOD AND RADICAL EVIL IN THE MODERN WORLD 3 cr. Development of the idea of God’s relation to evil since the Renaissance; emphasis on the changing notion of evil in response to cultural changes such as the Enlightenment and Darwinism; the demonic and the Gothic in the 19th century; modern literary and philosophical theodices; theological responses.

323. AFRICAN AMERICAN THEOLOGY 3 cr. Survey of the theological foundations and systems which dominate African American religious thought; contemporary theological
Religious Studies

issues relating to biblical ideals, liberation and justice, black feminist theology, and concepts from the African American religious experience.

324. LIFE, TIMES, AND THEOLOGY OF MARTIN LUTHER KING JR. 3 cr. Life, career, and teaching of the civil-rights leader and Christian theologian; sources of his unique theology; analysis of speeches and writings; King’s relationship to thinkers such as Tillich and Gandhi; milestones of justice and peace.

325. WOMEN IN CHRISTIAN TRADITION 3 cr. Lives and writings of prominent women within the Christian tradition from the viewpoint of contemporary feminist theology. Emphasis on women’s contribution to theology in light of their historical context.

326. HISTORY OF THE PAPACY 3 cr. Origins of the papacy in the Roman world; growth of papal influence in the Early Middle Ages; decline of the papacy and rise of Protestantism; Counter Reformation; the popes and the absolute monarchs; the Enlightenment attacks; responses to European revolutions; the papacy and European totalitarianism; the papacy and the Third World; the popes and modern democratic trends.

328. THEOLOGY OF AFRICAN AMERICAN SACRED MUSIC 3 cr. Survey of theological issues and constructs in African American sacred music. Musical theology of Negro spirituals as starting point in discovering expressions of biblical and societal musings. Gospel music as well as anthematic presentations present a basic understanding of life and being in the African American experience.

331. MODELS OF GOD 3 cr. Comparison of several models for understanding God and God’s relations to the world: personal models (Mother, Friend); soul-body model; traditional models (Monarch, Being Itself); process models (Cosmic Lover, Creator-Redeemer-Liberator); God as Mystery. Theologians to be read include Aquinas, Kierkegaard, Teilhard de Chardin, Hartshorne, Ogden, and McFague.

332. SIN, GRACE, AND WHOLENESS 3 cr. The human being in relation to God and in conflict with evil, as seen in the Bible and in works of Paul, Augustine, Julian of Norwich, Martin Luther, Karl Rahner, and contemporary liberation and feminist theologians.

334. CHRIStOLOGY 3 cr. The person and work of Jesus Christ according to the Scriptures, historical theology, and contemporary theology.

335. THEOLOGY OF THE CHURCH 3 cr. Origin, nature, and mission of the Church in light of its evolution from the preaching and mission of Jesus and his disciples, through its developing history, to its current self-understanding since Vatican II.

336. SACRAMENTS 3 cr. Introduction to 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 upon sacraments of initiation (baptism, confirmation/chrismation, 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.

338. BELIEF AND UNBELIEF 3 cr. Examination of Atheism in the modern period focusing on representatives of the so-called “New Atheism” together with an examination of several recent intelligent views of both God and religion.

351. BUDDHISM 3 cr. Buddhist religion from its beginnings to its decline in India. Transmissions to and preservation of Indian traditions in Tibet, East Asia, China, Southeast Asia. Buddhist history, regional variations, philosophical positions, and social/political applications.
Religious Studies

356. ISLAM IN AMERICA 3 cr. Introduction to history of Islam and how it first came to the New World. Focus on the experience of American Muslims, including experiences of African American Muslims, immigrant Muslims, and new American converts. Considers all levels of the American Muslim public sphere and current U.S.-Muslim relations.

363. RELIGION, ETHICS, AND GENETICS 3 cr. Examination of the religious and ethical issues raised by the revolution in biotechnology made possible by contemporary advances in genetics.

364. CHRISTIAN SEXUALITY 3 cr. 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. Writings of significant Catholic and Protestant theologians and Christian social teachings that relate to sociopolitical and economic topical issues, including church-state, war and peace, and international economic relations.

371. IGNATIAN SPIRITUALLY: 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 a focus on its contemporary relevance.

373. CLASSICS IN SPIRITUALLY 3 cr. Theory and practice of the spiritual life through the works of classic and contemporary religious figures who have significantly influenced the field of spirituality. Thematic approach draws on the writings of Augustine, Catherine of Siena, Ignatius of Loyola, Theresa of Avila, Jonathan Edwards, John Wesley, Therese of Lisieux, C. S. Lewis, Thomas Merton, Simone Weil, Henri Nouvwen, and others.

374. DOROTHY DAY AND THOMAS MERTON 3 cr. The two most significant American Catholic writers of the 20th 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 21st century.

376. THE FRANCISCAN MOVEMENT 3 cr. Franciscan movement from its birth in the life of Francis of Assisi to its contemporary manifestations. Historical and spiritual aspects of the Franciscan phenomenon and its import for the Church today.

385. TUOHY CHAIR 3 cr. Specific content will be announced

399. SPECIAL TOPICS 1-3 cr. Selected topics in one of the areas of religious studies. Specific content and number of credits to be announced when offered.

Note: Registration in all 400-level courses requires prior permission from the instructor and the department chair, except for RL majors and graduate students.

400. INTRODUCTION TO BIBLICAL INTERPRETATION 3 cr. Problems of and approaches to understanding Scripture. Special focus on the methods essential for doing exegesis, biblical interpretation, and contemporary applications.

404. PROPHECY IN ISRAEL AND THE ANCIENT NEAR EAST 3 cr. Study of prophecy and prophets in ancient Israel and its ancient Near Eastern context. Specific focus on such biblical prophets as Amos, Hosea, Isaiah, and Jeremiah.

406. NEW TESTAMENT ETHICS 3 cr. Seminar on ethical prescriptions and perspectives conveyed by the New Testament. Teaching and praxis of Jesus, including his concern for the
Religious Studies

poor and his solidarity with the marginalized, as bases for analyzing a cross-section of ethical traditions in the New Testament. Students will hone skills at reading these texts in light of their literary, historical, socioeconomic, and political contexts, as well as their applicability to contemporary ethical debates.

408. PAUL AND HIS WRITINGS 3 cr. Introduction to the cultural and historical background of the Apostle Paul’s life and career, his major writings, and their impact.

420. EARLY CHRISTIANITY 3 cr. Emergence of Christianity into the Greek and Roman world from the first to the sixth centuries. Trinitarian theology and Christology, church and state, the role of women, monasticism, the interaction with pagan culture, the establishment of ecclesiastical structures, early Christian art, and the Church’s growing self-understanding.

430. INTRODUCTION TO SYSTEMATIC THEOLOGY 3 cr. Nature, method, and content of systematic theology, with emphasis on the influence of history and culture on the articulation of doctrine. Readings and discussions centered on significant contributors to Christian systematic theology.

437. READINGS IN FEMINIST THEOLOGY 3 cr. Various topics in feminist theory and its impact on religion and theology. Specific content and number of credits announced when the course is offered.


480. INTRODUCTION TO CANON LAW 3 cr. Introduction to the 1983 Code in its historical context, with a view to its pastoral application. Special attention to canons on sacraments of Baptism, Eucharist, and Marriage.


492. INDEPENDENT STUDY 1-3 cr. Prerequisite: consent of the chair and the instructor. In-depth study on a tutorial basis of a particular problem, approved by the chair and directed by a member of the department. A paper is required.

493. SENIOR SEMINAR 3 cr. Seminar for RL majors and minors. Normally taught in fall. Specific content to be announced when offered. Consent of chair or instructor required.

496. BORROMEO SENIOR SEMINAR 3 cr. Synthesis of four years of collegiate priestly formation.

499. SPECIAL TOPICS 3 cr. Selected topics in one of the areas of religious studies. Specific content and number of credits to be announced when offered.
Russian (RS)

Associate Professor: G. Sabo, S.J.

The study of the Russian language and culture helps students become acquainted with a major country, in land mass 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.

The University Core Curriculum and Foreign Language:

- Two semesters of a foreign language are a required part of the humanities and liberal arts Core curriculum at John Carroll University.

Russian and your career:

- Russian is important for students interested in art history, business, diplomacy, engineering, humanities, law, philosophy, political science, computer science, religious studies, and natural sciences.
- A knowledge of Russian is extremely useful for future scientists and engineers. Nearly a quarter of all scientific literature is written in Russian.
- Russian is an excellent choice also for business majors wishing to tap into the still unsaturated markets of the former Soviet Union.
- There are many marketing and other business exchange opportunities in Russia and other countries of the former Soviet Union. Many businesses are eager to engage in import/export with the U.S.

101. BEGINNING RUSSIAN I 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. (Fall)

102. BEGINNING RUSSIAN II 3 cr. Prerequisite: RS 101 or equivalent. Amplification of language skills in a cultural context. (Spring)

191-192. BEGINNING SUPERVISED STUDY 3 cr. each. Supervised independent study of Russian at the beginning level.

199. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

201-202. INTERMEDIATE RUSSIAN I, II 3 cr. each. Prerequisite: RS 102 or equivalent. 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)

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each. Supervised independent study in Russian at the intermediate level.

398. SUPERVISED STUDY 3 cr. Supervised independent study. Permission of instructor.

399. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
Slovak (SL)

Associate Professor: G. Sabo, S.J.

The study of the Slovak language and culture helps students to become acquainted with one of the newest members of the European Union and a relatively new independent, sovereign, and democratic nation (1993). 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 from 1800 to the present in the context of two other Slavic literatures—Russian and Czech.

The University Core Curriculum and Foreign Language:

- Two semesters of a foreign language are a required part of the humanities and liberal arts Core curriculum at John Carroll University.

Learning Slovak is not as hard as you think:

- As the most geographically central Slavic language, Slovak is a valuable key to communicating with others in Central and Eastern Europe.
- English and Slovak are both Indo-European languages, sharing more vocabulary than is generally realized.

101. BEGINNING SLOVAK I 3 cr. (Formerly ML 101B). Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction. (Fall)

102. BEGINNING SLOVAK II 3 cr. (Formerly ML 102B). Prerequisite: SL 101 or equivalent. Amplification of language skills in a cultural context. (Spring)

191-192. BEGINNING SUPERVISED STUDY 3 cr. each. Supervised independent study of Slovak at the beginning level.

199. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

201-202. INTERMEDIATE SLOVAK I, II 3 cr. each. (Formerly ML 201B-202B). Prerequisite: SL 102 or equivalent. Further development of the four language skills for communication in a cultural context; expansion of vocabulary, idiomatic usage, and grammar. SL 201 or equivalent prerequisite to SL 202. (Fall-201, Spring-202)

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each. Supervised independent study of Slovak at the intermediate level.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.
Sociology and Criminology (SC)

Professors: D. A. Dukes, S. O. Long, P. B. Harris (Chair); Associate Professors: K. N. Eslinger, R. D. Clark, E. M. DeZolt, W. A. Wiedenhoft; Assistant Professors: G. Vaquera, M. W. Barnes

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 Sociology and Criminology Department include aging, anthropology, crime and deviance, cultural diversity, the environment, the family, health and illness, human service/social justice, poverty and social inequality, prejudice and discrimination, and sex and gender. The Department of Sociology and Criminology 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, public health and non-profit administration, education and business, as well as sociology and anthropology.

**Major and Minor Requirements**

**Major in Sociology and Criminology:** 36 credit hours. SC 101, 201, 400, 460, 460L 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 460 and 460L. At least 21 hours in the major must be taken at John Carroll University.

Comprehensive Examination: All sociology majors are required to pass the Major Field Achievement Test in Sociology as a condition for graduation. This should be taken in the senior year. Details of the examination are available from the department chair.

**Minor in Sociology and Criminology:** 21 credit hours. SC 101, 201, 400 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 Sociology and Criminology 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.
Sociology and Criminology

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 coursework 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 year and is a prerequisite to many 200, 300, and 400-level courses. 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 must make application to the department and meet with the department chair to be accepted as majors. Applicants will be expected to have an overall quality-point GPA of 2.5 to be accepted as sociology majors. Conditional acceptance of students below 2.5 may occur under special circumstances.

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, or 275; Tier III: Additional Sociology Courses (Select 1) – 215, 225, 330, or 360; Tier IV: Advanced Topics in Criminology (Select 1) – SC 340, 343, 345, or 365; and Tier V: Summary Courses in Criminology (Select 2) – SC 435, 440, or SC 475C. 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, and 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
Sociology and Criminology

chair). Additionally, students must select four other courses from the following list: SC 151, 245, 250, 253, 255, 315, 320, 330, 353, 355, 370, 390, 450, 455, 475, 490, CO 390, or CO 394.

The Human Service, Health, and Social Justice track is recommended for students interested in counseling, social work, law, advocacy, public health, public policy, public administration, non-profit 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 19 credit hours, consisting of SC 111, 385, 475, 490, and at least two of the following: SC 225, 230, 255, 273, 275, 285, 290, 295, 300, 315, 320, 330, 340, 370, 380, or 390.

Please consult the department chair about questions and details regarding the tracks.

Interdisciplinary Minors and Concentrations

Sociology and Criminology majors and minors may also participate in a number of interdisciplinary minors and concentrations, such as: 1) Aging Studies; 2) East Asian Studies; 3) Environmental Studies; 4) Perspectives on Sex and Gender; 5) Latin American Studies; 6) Entrepreneurship; and 7) Catholic Studies. For details about interdisciplinary minors and concentrations, see pages 84-91 of this Bulletin and consult the respective coordinators.

Core Curriculum Requirements and the Writing-Intensive Course in Sociology and Criminology

The content of sociology courses contributes strongly to students’ education through the Core Curriculum. The field of sociology initiated much of the early research on diversity, and most sociology courses reflect a continuing emphasis on that topic. Sociology also offers numerous international courses as an important part of the department’s curriculum. The emphasis on scholarly writing is reflected in course content, and students will find that the schedule of classes for a given semester will reflect these emphases. For students taking SC 101 or SC 245 as a Core requirement, it is recommended that the course be taken at John Carroll.

It should be noted that the writing requirement of the Core Curriculum must be fulfilled by sociology and criminology majors through completion of a writing-intensive course in sociology. Students will find appropriate sociology courses marked with a “W” in the course schedule, signifying it is a writing-intensive course.

Academic Study-Abroad Opportunities for Sociology and Criminology Students

The Sociology and Criminology Department 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 235 (Popular Culture in Japan); SC 393 (Peace and Conflict Transformation in Northern Ireland); SC 299G (The Social and Economic Development of Ghana); and SC 399A (Restoring a Nation: Post-Conflict Transformation in South Africa); or 2) study-abroad programs coordinated by the University’s Center for Global Education.

Community Service and Social Justice in the Sociology Curriculum

The Sociology and Criminology Department is committed to social justice and community service with a faculty and curriculum oriented to provide such opportunities for students. The department provides preparation for service and promotes understanding of various issues related to social justice through SC 111, 255, 273, 300, 330, 385, 380, 475, and many other courses. It cooperates with other University offices in placing students for volunteer service. See the department chair for full details.

Graduate Programs

Many graduates of the Sociology and Criminology Department have undertaken graduate study in sociology and a variety of related fields, such as anthropology, law, social work, counseling, public health, public policy, and non-profit administration. The department encourages the intellectual development which makes graduate work possible. The department also assists in graduate school application procedures. Consult an academic advisor in the department for more information.

The Sociology and Criminology Department was also a founding member and is a participating department in the Master of Arts in Non-Profit Administration at John Carroll. The Non-Profit Administration program is intended for those who would like careers managing non-profit organizations that provide assistance to people in need. It is an interdisciplinary professional degree program housed in the social sciences. 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 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 from John Carroll and a Masters in Social Work from Case Western Reserve University. For details, including standards for eligibility, consult the chair of the Sociology Department during the freshman year.

101. INTRODUCTORY 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. No prerequisite. 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. A service learning component is required.
Sociology and Criminology

115. INTRODUCTION TO FORENSICS: CRIME SCENE ANALYSIS 3 cr. No prerequisite. Overview of forensics and introduction to crime-scene investigation procedures.

151. CULTURES OF EAST ASIA 3 cr. No prerequisite. Introduction to the cultures of China, Korea, and Japan. National variations among cultural heritages vastly different from the Western tradition.

199. SPECIAL STUDIES 1-3 cr. No prerequisite. Variety of courses with special focus; subjects will be announced in the course schedule.

201. SOCIAL PROBLEMS 3 cr. Prerequisite: SC 101. Survey of modern problems using frames of reference and concepts introduced in SC 101. Topics include 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. Prerequisite: SC 101. Analysis of the interdependence of social and individual determinants of human behavior with emphasis on social roles, socialization, and symbolic interaction in a group context.

220. CRIMINAL JUSTICE SYSTEMS 3 cr. Prerequisite: SC 101. 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.

225. SOCIOLOGY OF THE FAMILY 3 cr. Prerequisite: SC 101. Analysis of the family life cycle emphasizing on partner selection and the developmental periods of marital adjustment.

230. DEVIANT BEHAVIOR 3 cr. Prerequisite: SC 101. 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. Prerequisite: SC 101. Survey of sociological data and theories pertinent to the types and incidence of crime in America.

245. INTRODUCTION TO ANTHROPOLOGY 3 cr. No prerequisite. 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. No prerequisite. Study of Japan as a postindustrial society, focusing on social relationships, institutions, and contemporary issues.

253. POPULAR CULTURE IN JAPAN 3 cr. No prerequisite. Study of contemporary Japanese material culture and lifestyles in the context of an affluent, commercialized society.

254. CHINESE SOCIETY 3 cr. No prerequisite. Focus on contemporary Chinese society in light of the rapid political, economic, and cultural changes of the past century. Topics include family, work, and the development of civil society, emphasizing the diversity of social experience by social class, ethnicity, and gender.

255. PREJUDICE AND DISCRIMINATION 3 cr. Prerequisite: SC 101. 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.

265. VICTIMS OF CRIME 3 cr. Prerequisite: SC 101. Special problems faced by victims of crime; crime prevention; post-crime trauma.

273. PUBLIC HEALTH IN U.S. SOCIETY 3 cr. No prerequisite. Introduces basic concepts of public health and explores major public health issues in the United States. Central
focus on health disparities in who becomes ill and inequalities of access to treatment due to stereotypes, racism, and social class.

275. FAMILY VIOLENCE 3 cr. Prerequisite: SC 101. 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.

285. AGING, HEALTH, AND SOCIETY 3 cr. Prerequisite: SC 101. 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.

290. ENVIRONMENTAL SOCIOLOGY 3 cr. No prerequisite. Critical examination of the relationship between society and nature, particularly how humans have attempted to dominate nature throughout history. Topics of study include consumption, food and agriculture, population growth, and renewable and nonrenewable energy sources. The course will conclude with exploring solutions to stop environmental degradation.

295. SOCIOLOGY OF DEATH AND DYING 3 cr. No prerequisite. Death and dying from a life-cycle perspective, including pain, grief, bereavement, and widowhood.

299. SPECIAL TOPICS 1-3 cr. No prerequisite. Specialized focus on selected areas and issues in sociology.

300. DEATH PENALTY 3 cr. Prerequisite: SC 101. 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 SOCIETY 3 cr. Prerequisite: SC 101. Human sexuality, identity, expression, and variation as products of social control, values, and norms; a social scientific understanding of human sexuality; social causes and consequences of sexual dysfunction; perspectives on developing healthy family lives.


330. SOCIAL STRATIFICATION 3 cr. Prerequisite: SC 101. Theoretical background, methodological approaches, and analysis of the consequences of systems of stratification. Emphasis on issues of social class, class structure, and mobility in American society.

335. SOCIOLOGY OF WAR 3 cr. Prerequisite: SC 101. Selected aspects of the relationship between war, the state, and society from a historical and comparative perspective. Focus on the relationship between international warfare and national societies organized to wage war in the modern period, and the extent to which this relationship has changed over the last two centuries. Issues include nationalism, the state, resource mobilization, institutions and organizations of armed force, citizenship and social inclusion, the experience of combat, memory of war, and treatment of the enemy.

340. JUVENILE DELINQUENCY 3 cr. Prerequisite: SC 101. 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. Prerequisite: SC 230 or 240. 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.
Sociology and Criminology

345. CORRECTIONS 3 cr. Prerequisite: SC 101. Rationale of correctional procedures and the types of penal institutions, policies, and practices in the supervision of convicted offenders.

353. LATINA/O TRANSNATIONAL EXPERIENCE 3 cr. No prerequisite. 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 RACIAL/ETHNIC RELATIONS 3 cr. Prerequisite: SC 101. 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.

360. URBAN SOCIETY 3 cr. Prerequisite: SC 101. Growth of urbanization; patterns of ecology, social institutions, characteristic lifestyles, and current problems in the core city, suburbs, and the urbanized region.

365. CORPORATE CRIME 3 cr. Prerequisite: SC 230 or 240. Analysis of moral issues in business from the perspective of organizational deviance; case analyses of corporate and governmental deviance.

370. MEDICINE AND CULTURE 3 cr. Prerequisite: SC 101. Influence of culture on illness and medical care; ecological context of illness; practitioner-patient relations; mental illness; folk and alternative methods of healing; social and cultural construction of illness.

380. ENVIRONMENTAL JUSTICE MOVEMENTS 3 cr. Prerequisite: SC 101. Focus on how environmental movements have developed over time and in different contexts. Developments of the U.S. environmental movement from early pursuits for the conservation and preservation of nature to more recent struggles for environmental justice; also, global environmental movements, particularly those fighting for sustainability.

385. POVERTY, WELFARE, AND SOCIAL JUSTICE IN THE U.S. 3 cr. Prerequisites: SC 101, and one additional course in sociology. Critical examination of poverty and welfare reform: the underlying causes, the consequences, and the people who are affected. Special focus on anti-poverty solutions and student team community-based research projects.

390. HEALTH AND HEALING IN EAST ASIA 3 cr. No prerequisite. In-depth understanding of a system of medicine based on understandings of the human body very different from those of biomedicine. Explores the practice of traditional Chinese medicine in China, Japan, and the U.S.

393. CULTURE AND COMMUNITY IN NORTHERN IRELAND: DYNAMICS OF CONFLICT AND PEACE 3 cr. Prerequisite: SC 101. Part of John Carroll University’s summer institute on Peace-building and Conflict Transformation. Examination of the historical and sociocultural dimensions of the conflict in Northern Ireland and the movement towards peace-building and community reconstruction since the Belfast Agreement of 1998. Most contact hours will be in Belfast, following a week-long orientation at John Carroll.

399. ADVANCED SPECIAL TOPICS 3 cr. Prerequisite: SC 101. In-depth focus on specialized areas and issues in sociology.

400. SOCIOLOGICAL THEORY 3 cr. Prerequisites: SC 101, and one additional course in sociology. Overview of classic and contemporary theories of society. Particular focus on Marx and critical theory, Weberian theory, Durkheim and Structuralism, Symbolic
Sociology and Criminology

Interactionism and Micro-level theories, Postmodernism, and Critical Race and Feminist theory.

435. LAW AND CRIMINAL JUSTICE POLICY 3 cr. Prerequisite: SC 340, 345, or 365. Interrelationship between law and its system of implementation; legal processes and institutional framework; social factors affecting practice in the criminal justice system.

440. VIOLENCE AND SOCIETY 3 cr. Prerequisite: SC 340, 345, or 365. Trends and patterns of violence in society, and its causes and consequences. Special attention to the influence of social environment, the impact of personal relationships and violence prevention.

450. SOCIAL AND CULTURAL CHANGE 3 cr. Prerequisite: SC 101. Examination of the social and cultural contexts of changing society; theories of social change applied to an understanding of the social-change process; roles of individuals, society, and culture in changing technology and values.

455. CULTURAL DIVERSITY TRAINING 3 cr. Prerequisites: SC 245 or 255, and one additional 300-level course in the cultural diversity track. Principles underlying cultural diversity training and their application in programs in non-profit, governmental, corporate, law enforcement, and educational settings.

460. SOCIAL RESEARCH METHODS 4 cr. Prerequisites: SC 101, one additional SC course, and MT 122. Focus on the logic of, procedures for, and issues related to theory testing in social research. Hypothesis construction, concept operationalization, research design, data collection methodologies, instrument construction, and sampling techniques.

460L. SOCIAL RESEARCH METHODS COMPUTER LABORATORY 0 cr. Corequisite: SC 460. A hands-on course that uses a range of qualitative and quantitative research methods to explore the social world. Topics include content analysis, field research, interviewing, survey research, and statistical analysis program SPSS.

475. INTERNSHIP AND SEMINAR 4 cr. Prerequisites: SC 285 or 385 or 435 or 440, 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, correctional, legal, or research setting; seminar on related personal and career growth, and analysis of internship experience from cultural, values, and theoretical perspectives.

490. MULTICULTURAL COUNSELING 3 cr. Prerequisites: SC 101, and junior or senior standing; or graduate standing. Designed to promote a better understanding of counseling in contemporary America. 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. Prerequisite: 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.

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 (SP)

Professor: K. M. Gatto; Associate Professors: D. G. Anderson, A. Pérez-Romero, E. Luengo; Visiting Assistant Professor: R. Boisset-Brindle; Visiting Instructor: C. Silvy

The program in Spanish is offered by the Department of Classical and Modern Languages and Cultures.

For general information about the language department, see page 167.

<table>
<thead>
<tr>
<th>Major and Minor Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major in Spanish:</strong> 36 credit hours, as follows:</td>
</tr>
<tr>
<td>- SP 201-202 or 301-302 as determined by placement test.</td>
</tr>
<tr>
<td>- SP 311 or 314.</td>
</tr>
<tr>
<td>- SP 315, required for all literature courses numbered 325 and above (may be taken concurrently).</td>
</tr>
<tr>
<td>- SP 321.</td>
</tr>
<tr>
<td>- SP 325-326 or 327-328.</td>
</tr>
<tr>
<td>- Five additional upper-division courses:</td>
</tr>
<tr>
<td>Two must be 400-level literature courses; one of the remaining three may be ML 308 (Teaching Languages) or an upper-division IC course in literature.</td>
</tr>
<tr>
<td>A comprehensive examination.</td>
</tr>
<tr>
<td><strong>Minor in Spanish:</strong> 21 hours, beginning at any level.</td>
</tr>
</tbody>
</table>

101. BEGINNING SPANISH I 3 cr. Intensive functional approach to the four language skills in a cultural context. Classroom, multimedia, computer-assisted instruction.

102. BEGINNING SPANISH II 3 cr. Prerequisite: SP 101, or equivalent. Amplification of language skills in a cultural context. Added emphasis on reading and writing.

191-192. BEGINNING SUPERVISED STUDY 3 cr. each. Supervised independent study of Spanish at the beginning level.

199. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

201-202. INTERMEDIATE SPANISH I, II 3 cr. each. Prerequisite: SP 102 or equivalent. Further development of the four language skills for communication in a cultural context; expansion of vocabulary, idiomatic usage, and grammar. SP 201 or equivalent prerequisite for SP 202.

291-292. INTERMEDIATE SUPERVISED STUDY 3 cr. each. Supervised independent study of Spanish at the intermediate level.

299. SPECIAL TOPICS 3 cr. Occasional course on a selected topic announced in advance.

301. CONVERSATION IN SPANISH 3 cr. Development of communicative competence in Spanish through oral practice and use of conversational strategies and techniques. (Fall)
302. WRITING IN SPANISH 3 cr. Development of writing ability in Spanish through practice toward consolidation of independence in the use of the written word. (Spring)

305. SPANISH PHONOLOGY 3 cr. Systematic analysis and practice of the sounds of spoken Spanish.

306. SPANISH FOR BUSINESS 3 cr. Acquisition of linguistic skills and a sophisticated style for the business, legal, professional setting. Emphasis on vocabulary, syntax, and idiomatic usage.

307. POPULAR CULTURES OF SPANISH-SPEAKING COUNTRIES 3 cr. Latin American and Spanish cultures as seen in carnival performance, music, dance, soap operas, and films. Discussion of the politics of everyday practices associated with these expressions, within sociopolitical processes of which they are a part.

310. THE CINEMA OF 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. (Spring; alternates with SP 314)

312. THE CINEMA OF LATIN AMERICA 3 cr. Selected films from Latin America 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 from colonial times to the present. Discussion of basic institutions, political and socioeconomic patterns, the arts, and folklore. (Spring; alternates with SP 311)

315. INTRODUCTION TO LITERARY ANALYSIS 3 cr. Introduction to critical techniques for analysis of the principal literary forms: narrative, poetry, and drama. Texts chosen from various periods of both Spanish and Latin American literature. Prerequisite for all other Spanish literature courses. (SP 315 may, however, be taken simultaneously with SP 325 or SP 327.) (Fall)

316. CREATIVE WRITING IN SPANISH 3 cr. Fundamentals and practice of creative writing across genres.

321. ADVANCED SPANISH GRAMMAR 3 cr. Theory and practice of Spanish grammatical structures based on everyday usage and on literary language. Guided and creative exercises and compositions. Note: Spanish majors are strongly encouraged to take SP 321 before taking 400-level courses. (Spring)

325, 326. INTRODUCTION TO SPANISH LITERATURE 3 cr. each. Prerequisite: SP 315 (SP 325 may, however, be taken simultaneously with SP 315). SP 325: from the Middle Ages to the beginning of the 19th century (Fall; alternates with SP 327). SP 326: from the beginning of the 19th century to the present (Spring; alternates with SP 328).

327, 328. INTRODUCTION TO LATIN AMERICAN LITERATURE 3 cr. each. Prerequisite: SP 315 (SP 327 may, however, be taken simultaneously with SP 315). SP 327: from the 16th century to the mid-20th century (Fall; alternates with SP 326). SP 328: representative contemporary literary texts (Spring; alternates with SP 326).

398. SUPERVISED STUDY 3 cr. Supervised independent study. Permission of instructor.
Sociology and Criminology

399. **SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance.

401. **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.

402. **ADVANCED SPANISH COMPOSITION 3 cr.** Theory and practice of correct grammatical usage; correct and effective use of words; correct and effective sentence structure. Exercises in advanced composition.

407. **TRANSLATION IN SPANISH 3 cr.** Prerequisites: SP 301 and 302 or equivalent. Methods and mechanics of translation; selection of proper tools. Comparison and evaluation of translated texts.

427. **CONTEMPORARY SPANISH AND LATIN AMERICAN POETRY 3 cr.** Study of representative poetry in Spain and Latin America since 1900.

432. **ARABS, JEWS, AND CHRISTIANS FROM FRONTIER TO EMPIRE: MEDIEVAL SPANISH LITERATURE 3 cr.** Literary contributions of each of these cultures to the creation and development of a discourse of Spain. Works examined include *Poema de mio Cid, Milagros de Nuestra Señora, Libro de buen amor, El Conde Lucanor, Cancionero de Baena, La Celestina.*

434. **DRAMA OF THE GOLDEN AGE 3 cr.** Development of the Spanish *comedia* in the cultural context of the Renaissance and Baroque periods.

435. **CERVANTES 3 cr.** Study of the works of Cervantes, with special attention to the *Quijote* and the *Novelas ejemplares.*

436. **CONTEMPORARY NARRATIVE OF ARGENTINA, CHILE, AND URUGUAY 3 cr.** Postmodern fiction and urban chronicles written in Argentina, Chile, and Uruguay in the last two decades, where the topics of exile and collective memory, marginality, gender, and violence find expression in the post-dictatorship imagination.

464. **LATIN AMERICAN SHORT STORY 3 cr.** Exploration of major fictional trends in the contemporary short story in Latin America. Selections from Horacio Quiroga, Jorge Luis Borges, Juan Rulfo, Julio Cortázar, Gabriel García Márquez, Carlos Fuentes, Isabel Allende, and others.

482. **NINETEENTH-CENTURY SPANISH LITERATURE 3 cr.** Representative readings in poetry, prose and drama of the 19th century. In-depth discussion of romanticism, realism, and naturalism.

484. **LITERATURE OF MODERN SPAIN 3 cr.** Outstanding writers from the Generation of 1898 to the present.

498. **ADVANCED SUPERVISED STUDY 3 cr.** Supervised independent study on special topics. For advanced students.

499. **SPECIAL TOPICS 1-3 cr.** Occasional course on a selected topic announced in advance.
Endowed Centers, Chairs, Professorships, and Lectureships

Endowed Centers

The Edward M. Muldoon Center for Entrepreneurship

The Muldoon Center for Entrepreneurship was established in the Boler School of Business in 1999 as an educational, networking, and consulting resource for entrepreneurs and owners of privately held businesses, particularly members of the University’s Entrepreneurs Association. The center was funded initially through the generosity of a group of “Founders,” comprised of Entrepreneurs Association members and companies with whom they are affiliated. It is permanently endowed through a $1 million gift from Edward M. Muldoon, Class of 1948, and a matching $1 million from the Boler Challenge Fund. Mr. Muldoon is the founder of Bivar, Inc., an electronics components and assembly company in Irvine, California, where he served for thirty-five years as chief executive.

The Muldoon Center offers networking opportunities and special programs designed for entrepreneurs and their employees. It facilitates discussions on issues important to the owners of closely held businesses and offers consulting opportunities by tapping into knowledgeable and experienced faculty members in a variety of business-related disciplines. The center helps members of the Entrepreneurs Association identify capable students and talented alumni to meet the human resource needs of their companies.

Endowed Chairs

The Edward J. and Louise E. Mellen Chair in Finance

The Mellen Chair was established in September 1984, with the commitment of a gift for the Boler School of Business as a part of the University’s Centennial Campaign. The chair challenges and encourages the faculty of the Boler School to achieve new levels of excellence in teaching, research, and service so that the school remains in the forefront of business education. The service component is oriented towards the establishment and enhancement of academic-business relationships and cooperation.

The Mellen Chair in Finance is held by an individual who has a recognized national reputation in research and teaching, and the demonstrated ability and experience to work effectively with business and professional leaders as well as faculty colleagues. Previous holders of the chair have been Dr. Michael G. Ferri and Dr. Raj Aggarwal. The current chair holder is Dr. LeRoy Brooks.
Endowed Centers, Chairs, Professorships, and Lectureships

The Tuohy Chair of Interreligious Studies

Mr. Walter Tuohy, vice chairman and chief executive of the Chesapeake and Ohio Railroad, was a dedicated Catholic layman, and active member of the National Conference of Christians and Jews, and a zealous promoter of religious understanding. After his death in 1966, the Walter and Mary Tuohy Chair of Interreligious Studies was established at John Carroll University to honor the late Mr. Tuohy and his wife Mary.

Under the auspices of the Tuohy Chair, the University offers a series of courses and free public lectures on interreligious topics. This program is designed to bring scholars of major religious traditions to the University campus for dialogue with students, faculty, religious leaders, and the general public.


The Edmund F. Miller, S.J., Chair in Classics

The Miller Chair, endowed originally by a $1.5 million grant from the F. J. O’Neill Charitable Trust, honors the memory of Edmund F. Miller, S.J., who was rector of the John Carroll University Jesuit Community, associate professor of classical languages, and a trustee of the University. The study of the classical tradition and the humanistic values it represents has always occupied a prominent role in Jesuit education. The Miller Chair brings an established Jesuit scholar to campus to further this tradition through teaching and research. Past holders of the chair have been Roland J. Teske, S.J., Robert J. O’Connell, S.J., James N. Loughrnan, 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 Bolier School of Business, particularly research focused on the American free enterprise system and business ethics. The Bolier School’s Wasmer Fellows 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 Chair seeks to lead John Carroll students to question, examine, and formulate values, and 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 and Dr. Brenda Wirkus. The current holder is Dr. Mariana J. Ortega.

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 Henkel Consumer Adhesives. The chair is named for John J. Kahl Sr., father of Jack Kahl Jr. A matching gift from the Boler Challenge Fund increased the initial endowment of the Kahl Chair to $2 million. Dr. Dianne H. B. Welsh was the first holder of the chair. The current chair holder is Dr. John C. Soper.

The Standard Products – Dr. James S. Reid Chair in Management

Endowed by the Reid Family, the Standard Products Company, its foundation, and other friends, this chair provides support to a tenured professor or associate professor in the Department of Management, Marketing, and Logistics in the Boler School of Business. The chair emphasizes quality issues and innovative business practices to prepare students for leadership roles in business. The chair holder’s research focuses on these issues to enhance the academic reputation of the Boler School and, as part of the service component of the chair, to assist local firms and organizations seeking to revitalize industry in Northeastern Ohio. Past holders of the chair have been Dr. Mark D. Treleven, Dr. Marian M. Extejt, Dr. Paul R. Murphy Jr., Dr. Charles A. Watts and Dr. J. Benjamin Forbes. The current Standard Products-Reid Professor is Dr. Bradley Hull.

The John G. and Mary Jane Breen Chair in Catholic Studies

This chair is funded out of the endowment created by John G. and Mary Jane Breen for the Institute of Catholic Studies, which was initiated in 1997. It is intended to support the director of the institute for his organizational leadership and vision, teaching of courses related to the concentration in Catholic studies, and ongoing scholarship on the Catholic intellectual legacy. The current holder of the chair is Dr. Paul V. Murphy of the Department of History.
Endowed Centers, Chairs, Professorships, and Lectureships

Endowed Professorships

The KPMG Professorship in Accountancy

This professorship in accountancy, established in 1990 by the international public accounting firm of KPMG LLP (formerly Peat Marwick), provides support to a tenured professor or associate professor in the Department of Accountancy. The professorship seeks to expand student and community awareness and knowledge of issues in finance and accounting through excellence in teaching, research, and service. Previous KPMG professors were Dr. Lawrence P. Kalbers, Dr. Roland L. Madison, Dr. William Cenker, and Dr. Karen Schuele. The current KPMG professor is Dr. Al Nagy.

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 who teach, offer public lectures, and are a source of renewal and energy for faculty, students, and the community. The professorship is endowed through the generosity of the late Leland and Helen Schubert with matching support from the Boler Challenge Fund. Its intent is to enrich the undergraduate and graduate programs of the Department of English, foster interdisciplinary endeavors, and bring greater national visibility to the department and the University. The first Hopkins Professor in British Literature was Dr. Willy Maley. Other holders of the chair have been Dr. Duncan Wu, Dr. Oliver Plunkett Rafferty, S.J., Dr. David Attwell, Dr. Matthew Pateman, Dr. Derek Cohen, Mary Morrissy, and novelist Nino Ricci.

Endowed Lectureships and Selected Awards

Bernard Hollander Lectureship in Jewish Studies

The Department of Religious Studies offers several courses in Jewish studies. These courses, taught by a rabbi, are sponsored by the Jewish Chautauqua Society. It is the society’s goal to make accessible to students courses in Jewish history and theology. Since 1976, this program has been made possible by a gift in memory of Bernard Hollander. Past holders of the lectureship include Rabbis Philip Horowitz, Stuart Geller, and Arthur J. Lelyveld. The current holder is Rabbi Michael Oppenheimer.

Louis E. and Marcia M. Emsheimer Charitable Trust Philanthropic Fund

The Department of Religious Studies’ courses in Jewish studies are also supported by the Louis E. and Marcia M. Emsheimer Charitable Trust Philanthropic Fund of the Jewish Community Federation of Cleveland. A past recipient of this support was Jacob Shtull.
Endowed Centers, Chairs, Professorships, and Lectureships

The Bediüzzaman Said Nursi Chair in Islamic Studies

The Department of Religious Studies has received financial support to establish the Nursi Chair in Islamic Studies from two Turkish businessmen who were inspired by the work of Bediüzzaman Said Nursi (1879-1960). Nursi dedicated his entire life to the teachings of the Qur'an and wrote over 100 books and treatises on Islamic subjects. Additional support comes from the Muslim and Turkish communities of Cleveland. Department courses on Islam are also supported by the Nursi Endowment Chair. The Nursi Chair not only offers courses on Islamic topics but also hosts lectures and other special events designed to foster a better understanding of Islam and to encourage dialogue with faculty, students, and the Cleveland community. The first holder of the chair is Dr. Zeki Saritoprak.

Kahl Endowment for Internationalization of the Curriculum

Funded through a gift of $500,000 from Jack Kahl ’62, founder of Manco, Inc., and a member of the John Carroll Board of Directors, the Kahl Endowment supports faculty travel related to the internationalization of the curriculum. Since its establishment in 1994, the endowment has enabled faculty members to visit destinations around the globe for the purpose of creating courses with an international theme or of incorporating an international dimension into preexisting courses. Applications must include a letter of support from the faculty member's department chair and approval from the appropriate dean. Guidelines for interested faculty are available from the Office of the Academic Vice President, who determines the amount of the award.

Mulwick Scholars

The Mulwick Scholars, 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. Current Mulwick Scholars are Dr. Robert Bloom, Dr. Paul R. Murphy, and Dr. Edward Tomlinson.

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. Current Wasmer Fellows are Dr. Roland Madison, Dr. Walter Simmons, and Dr. Charles Watts.
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 $33 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 to specific areas such as an academic program, athletics 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.

Endowments Gifts

Gifts can be made to establish an endowment. The endowment funds are invested and a portion of the interest earned is used to support scholarships, programs, faculty work, or a specific area designated by the donor. These gifts are in perpetuity. More information on endowment and deferred gifts is available from the University Advancement Office.

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).
Philanthropic Gifts

It is strongly recommended that wills be drafted with legal advice and reviewed by an attorney. The University Advancement Office can provide more details on gift opportunities.

Endowments

The following section highlights various endowed funds that make up the University endowment. The endowed funds are listed in three main areas—faculty support, programs, and student scholarships.

Faculty Support

Arthur Vining Davis Faculty Development Fund
Boler School of Business-Mulwick Scholars
GAR Foundation Logistics Faculty Development Endowment
Honors Chair in American Values
Gerard Manley Hopkins Professorship in British Literature
Humanities Faculty Development Endowment Fund
Humanities Faculty Salary Endowment Fund
John and Mary Breen Chair for Catholic Systematic Theology
John J. Kahl Sr. Chair in Entrepreneurship
Lucrezia Culicchia Excellence in Teaching Award
Mellen Chair in Finance
Curtis W. Miles Faculty Award for Community Service
Rev. Edmund F. Miller, S.J., Chair in Classics
Bediuzzaman Said Nursi and M. Fethullah Gulen Endowed Chair in Islamic Studies
Presidential Endowment for Faculty Development
Don Shula Chair in Philosophy
Standard Products – Dr. James S. Reid Chair in Management
Lillian T. Thomey Fund for Faculty Visiting Jesuit Professorship
Wasmer Chair in American Values

Programs

John and Mary Jane Breen Endowment for Catholic Studies
James T. Breslin – WEWS Award in Communications
Betty Haba Brossmann Endowment for Competitive Debate
Fr. Casey Bukala, S.J., Philosophy Endowment
Campus Ministry Endowment Fund
Dr. John A. Carrabine Computer Lab Fund
Saint Francis Chapel Endowment Fund
Community Volunteer Service Endowment Fund
Joseph T. Cotter Memorial Fund
Debate and Oratory Endowment Fund
Bruce and Patricia Donaldson Spiritual Exercises Endowment
Louis and Marcia Emsheimer OhioLink Endowment Fund
Austin J. Freely Debate Scholarship
Friedland Award in Gerontology
Norma C. Geller Fund for Human Relations
Norma C. and Albert I. Geller World Hunger Fund
Gerontology Endowment Fund
Robert M. Ginn Institute for Corporate Social Responsibility
Mary G. Glidden Endowment Fund
George Gund Lecture Fund
Lt. Nathaniel A. Hanau Jr. ’43 Memorial Book Fund
## Philanthropic Gifts

<table>
<thead>
<tr>
<th>Fund</th>
<th>Endowment Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Institute Endowment Fund</td>
<td>F. J. O’Neill – Ignatian Spirituality Endowment Fund</td>
</tr>
<tr>
<td>Ignatian Spirituality Program Endowment</td>
<td>Bishop Anthony M. Pilla Program in Italian-American Studies</td>
</tr>
<tr>
<td>Industry Collaboration Fund</td>
<td>Psychology Endowment Fund</td>
</tr>
<tr>
<td>Institute for Educational Renewal Endowment</td>
<td>Sampliner Fund for Jewish Studies</td>
</tr>
<tr>
<td>John Carroll University Women’s Association Fund</td>
<td>Father Schuchert Prize</td>
</tr>
<tr>
<td>Kahl Endowment for Internationalizing the Curriculum</td>
<td>School of Business Advancement Fund</td>
</tr>
<tr>
<td>Kresge Science Equipment Endowment Fund</td>
<td>Don Shula Sports Center Endowment Fund</td>
</tr>
<tr>
<td>Charles R. Landrigan Science Equipment Endowment Fund</td>
<td>Slovak Educational Trust Fund</td>
</tr>
<tr>
<td>Ann Lesser Endowment Fund</td>
<td>Francis J. Smith, S.J., Endowment for the Promotion of Poetry</td>
</tr>
<tr>
<td>Lawrence R. Madigan ’27 Humor Award</td>
<td>Suopis Endowed Lecture Series in Political Science</td>
</tr>
<tr>
<td>Leone J. Marinello Little Theatre Endowment Fund</td>
<td>Jean Sutowski Fund</td>
</tr>
<tr>
<td>Mathematics Award Fund</td>
<td>Walter and Mary Tuohy Endowment Fund</td>
</tr>
<tr>
<td>William and Mary McNulty Endowment for Irish Studies</td>
<td>Volunteer Service Program Endowment Fund</td>
</tr>
<tr>
<td>Men &amp; Women’s Swim Team Endowment</td>
<td>Dr. Sally H. Wertheim Educational Leadership Award</td>
</tr>
<tr>
<td>Endowment for Special Assistant to the President for Mission and Identity</td>
<td>J. Joseph Whelan Leadership in Service Award</td>
</tr>
<tr>
<td>Monville-Hunter Physics Fund</td>
<td>WJCU Endowment Fund – Director’s Award</td>
</tr>
<tr>
<td>Edward M. Muldoon Center for Private Business</td>
<td>Rev. Paul A. Woelfl, S.J., Lecture Fund</td>
</tr>
<tr>
<td>Walter S. Nosal Counseling Center Endowment Fund</td>
<td>Leonard F. Zaller Memorial Fund for the Spiritual Exercises</td>
</tr>
<tr>
<td>Eugene Oberst International Peace Lecture Fund</td>
<td>Charles Zumbiel Music Memorial Fund</td>
</tr>
</tbody>
</table>

## Scholarship Aid

<table>
<thead>
<tr>
<th>Scholarship Fund</th>
<th>Endowment Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allyn Adams Fifth-Year Accounting Scholarship Fund</td>
<td>Barnes, Wendling, Cook &amp; O’Connor Endowment Fund</td>
</tr>
<tr>
<td>Jon and Irene Altman Endowed Scholarship in Catholic Studies</td>
<td>Barrett Endowment Supporting Undergraduate Research Assistants</td>
</tr>
<tr>
<td>Alumni Office Scholarship Fund</td>
<td>Beck Foundation Memorial Scholarship</td>
</tr>
<tr>
<td>America’s Body Company Hustle and Harmony Scholarship</td>
<td>Catherine and Bertrand Belda Cooperative Education Endowment Fund</td>
</tr>
<tr>
<td>American Values Scholarship Award</td>
<td>David M. Benacci Award for Promising Investment Managers</td>
</tr>
<tr>
<td>Edward and Jessie Arose Phi Kappa Tau Memorial Scholarship</td>
<td>William J. Bergen Jr. Endowed Scholarship</td>
</tr>
<tr>
<td>Arthur Anderson &amp; Co. LLP Endowment Fund</td>
<td>Bernatovicz Family and Frank Smenda Endowed Scholarship</td>
</tr>
<tr>
<td>Mildred P. Bach Endowed Scholarship Fund</td>
<td>Rev. Henry F. Birkenhauer, S.J., Endowed Scholarship</td>
</tr>
</tbody>
</table>
Blaha Family Endowed Scholarship
Patricia Relyea Boland/Ernst & Young Scholarship for Women in Business Boland Fifth-Year Accounting Scholarship Fund
John M. and Mary Jo Boler Endowment Fund
Boler School in London Scholarship Fund
Boler School of Business Swagelok Foundation
Joseph T. Bombelles Award in Economics
David Matthew Bonnot Scholarship Fund in Philosophy
Janet Bookoff Endowed Scholarship
Thomas F. and Patricia A. Bridgman Endowed Scholarship
Mary G. Bruening Endowed Scholarship
William F. Buckley Endowed Fund
Fr. Casey Bukala, S.J., Scholarship Fund for a Minority Student of Need
Stephen P. Burchyns Memorial Fund
Dr. and Mrs. Kenneth R. Callahan Endowed Scholarship Fund for Premedical and Predental Students
Callahan/Merriman Endowment-Urban Scholars Award
Dr. John L. Callinan ’58 Endowed Scholarship
Vincent C. Campanella Endowment Fund
John R. Carpenter Scholarship Fund
Evelyn and Donald Carroll ’51 Endowed Scholarship
Dr. Robert B. Carver Memorial Fund
Fr. Charles A. Castellano, S.J., Scholarship Fund
Dr. William J. Cenker Fifth-Year Accounting Scholarship Fund
Chi Sigma Iota Endowed Scholarship Fund
Chicago Alumni Scholarship Fund
Class of 1957 Endowed Scholarship
Class of 1961 Endowed Scholarship
Class of 1964 Twentieth Reunion Scholarship Fund
Class of 1988 Endowment Gift Fund
Class of 1989 Endowment Gift Fund
Robert J. and Loretta C. Cleary Memorial Scholarship Fund
Rev. A. Jerome Clifford, S.J., Scholarship in Finance
Columbus/Central Ohio Scholarship Fund
John J. Crowley, Mary Crowley and Joseph A. Crowley Scholarship Fund
John R. Cunin Scholarship in Business Dauby Endowment Fund
Albert J. DeGulis Endowed Scholarship Fund
James M. Delaney, CPA Fifth-Year Accounting Scholarship Fund
Deloitte & Touche Endowment Fund
Ray and Edna Deneweth Endowed Scholarship
Pierre and Margaret Diemer Family Fifth-Year Accounting Scholarship Fund
Kathryn Dolan Award in Communications
Dr. D. R. Domn Scholarship Fund
Florence B. and Lawrence M. Druckenbrod Jr. Endowed Scholarship for Communication Ethics
F. W. Dugan Scholarship Fund
Herbert C. Eisele Scholarship Fund
Campbell W. Elliott Memorial Fund
Erie Cathedral Prep Scholarship
Ernst & Young LLP Endowment Fund
Dr. Rene Fabien German Scholarship Fund
Fagan/Haddad Memorial Scholarship Fund
umberto and Maryellen Fedeli Endowed Scholarship
Joseph P. and Elizabeth A. Feeley Scholarship in Business Logistics
Anthony Ferrante Endowed Scholarship-OAI Fifth-Year Accounting Endowment Scholarship
Friedland MBA Scholarship Fund
Myles F. Gallagher Endowment Fund
GAR Foundation Endowment
Annie J. Lewis and Robert A. Garda Scholarship Fund
Anthony J. and Florence Garofoli Family Scholarship
General Electric Communications Scholarship Fund
Dorothea and Heinrich Gesenhues Endowment Fund
Carl J. Giblin Endowed Scholarship
Carl D. Glickman Endowed Scholarship-OAI
Philanthropic Gifts

Sonia Gold Award in Economics
Terri Ann Goodman Scholarship Fund
George Goodrich AA Fifth-Year Accounting Scholarship Fund
Cornelius G. Grubiss and Gabrielle Grubiss Endowed Scholarship Fund
Pamela Merckens Hauserman Scholarship Fund
Hauser + Taylor Accounting Endowment Fund
Diane and Harold Hawk Jr. ’81 Endowed Scholarship
William Randolph Hearst Scholarship Fund
William J. Henkel Jr. Endowed Scholarship
Reverend Edward Hodous, S.J., Physics Scholarship Fund
William P. Hoffman Scholarship Fund
Kevin Hurley Endowed Scholarship
Alberto Hurtado, S.J., Scholarship Fund
Hymers Scholarship Fund
Iota Chi Upsilon Alumni Scholarship Fund
Nicole Kato and Antonio Culicchia Italian-American Endowed Scholarship Fund
Jesuit Community Scholarship Funds
Dorothy Kazel Endowment for Latin American Studies
Robert A. Keller/Project H.O.P.E. Memorial Fund
Robert and Loretta Kenahan Fifth-Year Accounting Scholarship Fund
Fr. Howard Kerner, S.J., Scholarship Fund
Michael A. Klema, M.D., ’49 Endowed Scholarship
Dr. James J. and Marie Kolenich Pre-Med Scholarship Fund
Louis J. Konya Endowment Fund
KPMG LLP Endowment Fund
Edward Anthony Kralik Memorial Scholarship
Fr. Victor M. Lambr Memorial Scholarship Fund
Fr. Michael J. Lavelle, S.J., Cleveland Club Scholarship Fund
Fr. Michael J. Lavelle, S.J., Memorial Scholarship
Fr. Michael J. Lavelle, S.J., Scholarship in Economics
Dr. James M. Lavin Scholarship Fund
Rev. John A. Leahy Memorial Fund for Catholic Studies
Thomas J. Lynch Jr. ’83 Memorial Fund
Chester Lynn American Values Scholarship Award
Thomas W. Mastin Science Scholarship Fund
J. Mathews Campus Ministry Fund
John J. Mathews ’50 Memorial Scholarship Fund
Andrew McCarthy ’81 Scholarship Fund
Charles J. McCarthy ’42 Memorial Endowed Scholarship
Rev. John McDonough Endowed Scholarship
Charles and Amy McGarrity Endowed Scholarship
Francis J. McGurr Fifth-Year Accounting Scholarship Fund
Richard T. McNally ’59 Scholarship Fund
George A. Merritt Endowed Scholarship
Robert F. Meyerson Endowed Scholarship
John and Nancy Michael Fund
Michael Scott Michael Memorial Scholarship
Dr. Ruth P. Miller Scholarship Fund
Minority Scholarship Fund
Minority Student Loan Fund
Carl Monastra Fifth-Year Accounting Scholarship Fund
Rev. Lawrence J. Monville, S.J., Scholarship Fund
Muer Detroit Scholarship
Muldoon Scholarship Fund
Murch Scholarship Fund
Bernadette M. Murphy Scholarship Fund
Frank and Jean Navratil Scholarship
Fr. William Nichols, S.J., Scholarship
Art Noetzel Endowed Scholarship in Business
Margaret and Arthur Noetzel Memorial Fund
S. Darwin Noll Endowment Fund
F. J. O’Neill Fund
H. M. O’Neill Fund
Hugh O’Neill Fund
Thomas L. and Rev. Francis L. Osborne Memorial Scholarship
Rev. Joseph P. Owens, S.J., Scholarship Fund
Mark Pacelli Scholarship in Finance
Part-Time Students Scholarship Fund
Ralph A. Pfeiffer Jr. ’49 Memorial Scholarship Fund
Dr. Thomas Arthur Picard Scholarship Fund for Science Students
Piercy/Goerbert Endowed Scholarship
Pittsburgh Endowed Scholarship Fund
Plain Dealer Scholarships
Walter F. Platte Scholarship in Quality Management
Joseph and Ermina Polce Endowment for Boys Hope-Girls Hope
Roderick Boyd Porter Scholarship Fund
Boleslav and Draga Povsic Endowed Scholarship for Classical Languages
Price Waterhouse LLP Endowment Fund
Barney and Josephine Racek Scholarship Fund
Ratner Memoral Fund
John J. Reardon ’59 Endowed Scholarship
Charles A. Rini Family Endowment Fund in Communications
Tim Russert Endowed Scholarship for Students from Buffalo and Western New York
Tim Russert Endowed Scholarship for Students from Low-Income Families
Edward T. Ryan Memorial Fund
John M. and Jane B. Salcau Endowed Scholarship
Sandusky Central Catholic Scholarship
Nicolo, Angela and Joseph Satullo Scholarship
Rev. Joseph O. Schell, S.J., Ignatian Award for Excellence in Education
Karen J. Schipke Memorial Scholarship in Finance
Br. Raymond F. Schnepf, S.M., Mathematics Scholarship Fund
School of Business 50th Anniversary Scholarship Fund
School of Business Skills Assessment Endowment Fund
Dr. and Mrs. Leland Schubert Endowment Fund
Jason R. Schuster Memorial Scholarship
William J. and Honore M. Selhorst American Values Program in Philosophy
Sr. Juanita Shealey Endowed Scholarship
Dr. Robert F. Sly ’42 Scholarship Fund
Raymond Smiley Fifth-Year Accounting Scholarship Fund
Ernest J. Snider Memorial Scholarship
Alice A. Sobey Endowed Scholarship in Finance
Jason and Michelle Stevens Scholarship in Finance
Sullens Fifth-Year Accounting Scholarship Fund
Robert T. Sullens Scholarship in Business Fund
Frank and Mary Sullivan Scholarship Fund
Kevin R. Sullivan Memorial Fund
Daniel and Lois Susen Scholarship
Alvin J. Sutton Sr., Memorial Fund
George B. Sweeney Endowed Campion Award Scholarship
Helen and Paul Szilagyi Endowment Fund
Edmund B. Thomas Scholarship Fund
Gregory A. Thompson Scholarship Fund
Grant Thornton Endowment Fund
Richard J. Tobin ’59 Scholarship Fund
Harry J. Toocy Endowed Scholarship Fund
Lisa Jankowski Toomey Scholarship
Julie Tesauro Truog Scholarship
Undergraduate Research Endowment
University Endowment Fund
Vietnam Veterans Scholarship Fund
Florence and Ralph Vince Scholarship Fund
The John D. Volpi Sr. Memorial Scholarship
Constance E. Walter Memorial Scholarship Fund
Wasmer Family Endowed Scholarship
Fr. Frederick E. Welfle, S.J., Scholarship Fund
Marsha Newman Willey ’97 Scholarship Fund
John E. Willkomm, KPMG Fifth-Year Accounting Scholarship Fund
Julie Zajac Memorial Scholarship Endowment
Joseph and Ann Zlatoper Scholarship Fund
Charles F. and Murial A. Zodrow Akron Area Scholarship Fund
Charles F. Zodrow Endowed Scholarship-OAI-Summit County
**Restricted Operating Funds**

Restricted gifts are given for a special designation. The donor must renew the gift as the money is used or the fund will cease to exist. Listed below are restricted gifts that currently maintain a positive cash balance and are available to make awards.

### Faculty Support

Ethics Across Business Curriculum

### Programs

<table>
<thead>
<tr>
<th>Faculty Support</th>
<th>Restricted Gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee Andrews Broadcasting Award</td>
<td>LaunchTown Entrepreneurship Award</td>
</tr>
<tr>
<td>Bobbi Bokman-Rodgers Award</td>
<td>Project</td>
</tr>
<tr>
<td>Campion Service Award</td>
<td>Thomas B. Lewis, Ph.D., ’60 Physics Lab</td>
</tr>
<tr>
<td>Cardinal Suenens Program</td>
<td>Gift</td>
</tr>
<tr>
<td>Center for Mathematics and Science</td>
<td>Lubrizol Awards</td>
</tr>
<tr>
<td>Education, Teaching and Technology</td>
<td>Mandel Foundation Grant</td>
</tr>
<tr>
<td>Joan Louise Cunniff Award for Interpersonal Communications</td>
<td>Mitsui Lecture Series</td>
</tr>
<tr>
<td>Fenn Foundation Grant</td>
<td>Fr. Montes Memorial Lecture Fund</td>
</tr>
<tr>
<td>Reverend Howard Gray, S.J., Fund</td>
<td>Robert Schenkelberg Fund for Entrepreneurship</td>
</tr>
<tr>
<td>Institute for Educational Renewal</td>
<td>Students in Free Enterprise</td>
</tr>
<tr>
<td>Joyce Kilmer Library Fund</td>
<td></td>
</tr>
</tbody>
</table>

### Scholarship Aid

<table>
<thead>
<tr>
<th>Faculty Support</th>
<th>Restricted Gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Sigma Nu Scholarship</td>
<td>John Huntington Fund for Education</td>
</tr>
<tr>
<td>Avery Dennison Finance Scholarship</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Henry Birkenhauer, S.J., Mentorship</td>
<td>Holly Huettner Keys Scholarship</td>
</tr>
<tr>
<td>Beta Gamma Sigma Scholarship Fund</td>
<td>Laub Foundation Scholarship</td>
</tr>
<tr>
<td>Black Professionals Association Scholarship</td>
<td>Edward L. Mihevic Sr. Scholarship</td>
</tr>
<tr>
<td>Callahan/Merriman Scholarship Fund</td>
<td>Dr. John Neilsen Scholarship</td>
</tr>
<tr>
<td>Robert S. Carey ’67 Memorial Fund</td>
<td>Dr. William O’Hearn Memorial Scholarship</td>
</tr>
<tr>
<td>Ciuni &amp; Panichi Endowment Fund</td>
<td>Sharika Pitts Scholarship</td>
</tr>
<tr>
<td>Cleveland Foundation Scholarship Fund</td>
<td>RIMS/Marsh Risk Management and Insurance Scholarship</td>
</tr>
<tr>
<td>Cohen &amp; Company Endowment Fund</td>
<td>Frank and Helen Schilling Scholarship Foundation</td>
</tr>
<tr>
<td>Thomas Comella Scholarship for Seniors</td>
<td>Alan Skiba Scholarship Fund</td>
</tr>
<tr>
<td>Croatian Scholarship Fund</td>
<td>Alan R. Stephenson Scholarship in Communication</td>
</tr>
<tr>
<td>Umberto Fedeli Scholarship</td>
<td>Wasmer Family Scholarship</td>
</tr>
<tr>
<td>Freedom Forum Scholarship</td>
<td></td>
</tr>
<tr>
<td>Frank and Pearl Gelbman Charitable Foundation Scholarship for Youngstown Students</td>
<td></td>
</tr>
<tr>
<td>Frank and Francis Guinta Scholarship</td>
<td></td>
</tr>
</tbody>
</table>
Dr. Phyllis Braudy Harris, Professor of Sociology
Recipient of 2009 Distinguished Faculty Award
## Faculty Awards

### The Distinguished Faculty Award

Established in 1969, the Distinguished Faculty Award is the highest honor that John Carroll University can bestow on a member of its faculty. It is presented annually to a full-time faculty member selected by the University community for excellence in classroom teaching, scholarship, advisement and leadership of students, and community concern. The individual chosen to receive the award receives a cash prize and an engraved plaque presented at commencement ceremonies. Holders of the award since 1982 have been:

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>Dr. Edward J. Walter</td>
</tr>
<tr>
<td>1983</td>
<td>Dr. Joseph B. Miller</td>
</tr>
<tr>
<td>1984</td>
<td>Dr. William H. Nichols, S.J.</td>
</tr>
<tr>
<td>1985</td>
<td>Mr. Leone J. Marinello</td>
</tr>
<tr>
<td>1986</td>
<td>Dr. Cyrilla H. Wideman</td>
</tr>
<tr>
<td>1987</td>
<td>Dr. David M. La Guardia</td>
</tr>
<tr>
<td>1988</td>
<td>Dr. Duane A. Dukes</td>
</tr>
<tr>
<td>1989</td>
<td>Dr. Thomas M. Tomasic</td>
</tr>
<tr>
<td>1990</td>
<td>Dr. Nick R. Baumgartner</td>
</tr>
<tr>
<td>1991</td>
<td>Dr. John R. Spencer</td>
</tr>
<tr>
<td>1992</td>
<td>Dr. Joseph T. Bombelles</td>
</tr>
<tr>
<td>1993</td>
<td>Dr. Joseph Trivisonno Jr.</td>
</tr>
<tr>
<td>1994</td>
<td>Dr. Marian J. Morton</td>
</tr>
<tr>
<td>1995</td>
<td>Dr. Raj Aggarwal</td>
</tr>
<tr>
<td>1996</td>
<td>Dr. Richard K. Fleischman Jr.</td>
</tr>
<tr>
<td>1997</td>
<td>Dr. Joseph F. Kelly</td>
</tr>
<tr>
<td>1998</td>
<td>Dr. Robert D. Sweeney</td>
</tr>
<tr>
<td>1999</td>
<td>Dr. Klaus Fritsch</td>
</tr>
<tr>
<td>2000</td>
<td>Dr. Robert H. Getscher</td>
</tr>
<tr>
<td>2001</td>
<td>Rev. Thomas L. Schubeck, S.J.</td>
</tr>
<tr>
<td>2002</td>
<td>Dr. Paul R. Murphy Jr.</td>
</tr>
<tr>
<td>2003</td>
<td>Dr. Miles M. Coburn</td>
</tr>
<tr>
<td>2004</td>
<td>Dr. Jeanne M. Colleran</td>
</tr>
<tr>
<td>2005</td>
<td>Dr. Andrew M. Welki</td>
</tr>
<tr>
<td>2006</td>
<td>Dr. Christopher Faiver</td>
</tr>
<tr>
<td>2007</td>
<td>Dr. Paul J. Lauritzen</td>
</tr>
<tr>
<td>2008</td>
<td>Dr. George Bilgere</td>
</tr>
<tr>
<td>2009</td>
<td>Dr. Phyllis Braudy Harris</td>
</tr>
</tbody>
</table>

### Lucrezia Culicchia Award for Teaching Excellence

The Lucrezia Culicchia Award, established to recognize teaching excellence, is awarded annually to a member of the faculty of the College of Arts and Sciences.

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>Dr. Janet D. Larsen</td>
</tr>
<tr>
<td>1991</td>
<td>Dr. Harry C. Nash</td>
</tr>
<tr>
<td>1992</td>
<td>Mr. Jerry L. Moreno</td>
</tr>
<tr>
<td>1993</td>
<td>Dr. David M. La Guardia</td>
</tr>
<tr>
<td>1994</td>
<td>Dr. Heidi I. Stull</td>
</tr>
<tr>
<td>1995</td>
<td>Dr. Jeanne M. Colleran</td>
</tr>
<tr>
<td>1996</td>
<td>Dr. Valerie R. Flechtner</td>
</tr>
<tr>
<td>1997</td>
<td>Dr. Brenda A. Wirkus</td>
</tr>
<tr>
<td>1998</td>
<td>Dr. Carl R. Spitznagel</td>
</tr>
<tr>
<td>1999</td>
<td>Dr. Patrick J. Mooney</td>
</tr>
<tr>
<td>2000</td>
<td>Dr. Marian J. Morton</td>
</tr>
<tr>
<td>2001</td>
<td>Dr. Katherine M. Gatto</td>
</tr>
<tr>
<td>2002</td>
<td>Mr. Anthony L. Palermo</td>
</tr>
<tr>
<td>2003</td>
<td>Dr. Barbara K. D’Ambrosia</td>
</tr>
<tr>
<td>2004</td>
<td>Dr. Margaret O. Finucane</td>
</tr>
<tr>
<td>2005</td>
<td>Dr. Mariana J. Ortega</td>
</tr>
<tr>
<td>2006</td>
<td>Dr. Mark J. Waner</td>
</tr>
<tr>
<td>2007</td>
<td>Dr. James Lissemore</td>
</tr>
<tr>
<td>2008</td>
<td>Dr. Chris Roark</td>
</tr>
<tr>
<td>2009</td>
<td>Dr. Marycila Moroney</td>
</tr>
</tbody>
</table>
Wasmer Outstanding Teaching Award

The Wasmer Award, established to recognize teaching excellence, is awarded annually to a member of the faculty of the Boler School of Business. The recipient is chosen from the five candidates receiving the most votes for the Student Business Advisory Council’s Outstanding Teacher Award.

1992  Dr. Andrew M. Welki  2000  Dr. Marc Lynn
1993  Dr. Marian M. Extejt  2001  Dr. Charles A. Watts
1994  Dr. Marc Lynn  2002  Dr. Andrew M. Welki
1995  Dr. Marilyn Collins  2003  Dr. Walter O. Simmons
1996  Dr. Donald R. Domm  2004  Dr. James H. Martin
1997  Dr. Andrew M. Welki  2006  Dr. Gerald P. Weinstein
1998  Dr. Susan H. Higgins  2007  Dr. Scott Moore
1999  Dr. William N. Bockanic

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 since 1999 have been:

2000-2001

Dr. Carl D. Anthony  Dr. Donald M. Poduska
Dr. Mary E. Beadle  Dr. Roger W. Purdy
Dr. Lindsay N. Calkins  Dr. Christopher R. Roark
Dr. Barbara K. D’Ambrosia  Dr. Nicholas R. Santilli
Dr. Jason F. Earle  Dr. David C. Schirm
Dr. Karen L. Gygli  Dr. Karen Schuele
Dr. Phyllis B. Harris  Dr. Paul L. Shick
Dr. Jeffrey R. Johansen  Dr. John R. Spencer
Dr. Catherine Miller

2001-2002

Dr. F. Komla Aggor  Dr. Maryclaire Moroney
Dr. George B. Bilgere  Dr. Marian J. Morton
Dr. William J. Cenker  Dr. Daniel W. Palmer
Dr. Richard K. Fleischman Jr.  Dr. Hélène N. Sanko
Dr. Katherine M. Gatto  Dr. John C. Soper
Dr. Daniel P. Kilbride  Dr. Elizabeth v. Swenson
Dr. Susan O. Long
## Faculty Awards

**2002-2003**

- Dr. Joseph F. Kelly
- Dr. John F. Klein
- Dr. Linda A. Koch
- Rev. Stephen T. Krupa, S.J.
- Dr. Anne Kugler
- Dr. John S. McBratney
- Dr. Sheila E. McGinn

- Dr. Paul R. Murphy
- Dr. Paul K. Nietupski
- Dr. Marvin M. Richards III
- Dr. Larry M. Schwab
- Dr. Brenda A. Wirkus
- Dr. Thomas J. Zlatoper

**2003-2004**

- Dr. Matthew Berg
- Dr. Robert Bloom
- Dr. Santa Casciani
- Dr. Jeanne Colleran
- Dr. J. Benjamin Forbes
- Dr. Graciela Lacueva

- Dr. David Mascotti
- Dr. Debra Rosenthal
- Dr. Paul Lauritzen
- Dr. Thomas Nevin
- Dr. Antonio Pérez-Romero
- Dr. Carin Ruff

**2004-2005**

- Dr. Paula Britton
- Dr. Gregory A. DiLisi
- Dr. Thomas R. Evans
- Rev. Harry J. Gensler, S.J.
- Dr. Mark Kirschenbaum

- Dr. Roland L. Madison
- Mr. Nevin J. Mayer
- Rev. Thomas L. Schubeck, S.J.
- Dr. Earl Spurgin

**2005-2006**

- Dr. Gerald Guest
- Dr. Jeffrey R. Johansen
- Dr. Sharon M. Kaye
- Dr. James L. Lissemore
- Dr. Pamela Mason
- Dr. Philip J. Metres
- Dr. Patrick J. Mooney
- Dr. Albert Nagy

- Dr. Michael Nichols
- Dr. Mariana J. Ortega
- Dr. Christopher R. Roark
- Rev. Francis X. Ryan
- Dr. John R. Spencer
- Dr. Mark G. Storz
- Dr. E. Paul Thomson

**2006-2007**

- Dr. Carl D. Anthony
- Dr. Denise Ben-Porath
- Dr. A. Roy Day
- Dr. Valerie R. Flechtner
- Dr. Katherine M. Gatto
- Dr. Steven Hayward

- Dr. K. Julia Karolle-Berg
- Dr. Peter J. Kvidera
- Dr. Maria N. Marsilli
- Dr. Daniel W. Palmer
- Dr. Dianna E. Taylor
- Dr. Charles A. Watts


**Faculty Awards**

### 2007-2008

- Dr. George B. Bilgere
- Dr. William J. Cenker
- Dr. Gwen Compton-Engle
- Dr. Jeffrey S. Dyck
- Sr. Mary Ann Flannery, S.C.
- Dr. Bradley Z. Hull
- Dr. Linda A. Koch
- Dr. Susan Long
- Dr. Michael P. Martin
- Dr. Melody L. McMahon
- Dr. Mindy J. Peden
- Dr. Zeki Saritoprak
- Dr. Christopher A. Sheil
- Dr. Wendy A. Wiedenhoft

### 2008-2009

- Mr. Thomas Hayes
- Dr. Abdulrazaq Imam
- Dr. Robert Kolesar (HS)
- Dr. Jen McWeeny
- Dr. Paul Nietupski
- Dr. Naveed Piracha
- Dr. David Rainey
- Dr. Leo Schneider
- Dr. Edward Tomlinson
- Dr. Mark Waner

### 2009-2010

- Dr. Jeanne Colleran
- Dr. Doris Donnelly
- Dr. Rebecca Drenovsky
- Dr. Nathan Hartman
- Dr. Simran Kahai
- Dr. Anne Kugler
- Dr. Man Lung Kwan
- Dr. Maryclaire Moroney
- Dr. Antonio Perez-Romero
- Dr. Gloria Vaquera

**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.

- **1992** Dr. John C. Soper
- **1993** Dr. Mark E. Diffenderfer
- **1994** Dr. Lauren L. Bowen
- **1996** Mr. Wilhelm Bartsch
- **1997** Dr. Sally H. Wertheim
- **1998** Dr. Gerald P. Weinstein
- **2002** Dr. John C. Soper
- **2003** Dr. Naveed Piracha
- **2005** Dr. Sharon M. Kaye
- **2006** Dr. Margaret O. Finucane
- **2007** Dr. Richard D. Clark
- **2008** Dr. Jeanne Colleran
- **2009** Dr. Ruth Fenske
Directors, Administrators, Committees

The Board of Directors

David W. Short, '81
Chair

Robert L. Niehoff, S.J.
President

Maria Alfaro-Lopez
General Counsel

Richard F. Mausser, M.B.A., CPA
Treasurer

Allyn R. Adams, '64
James F. Kirsch

Patrick V. Auletta, '72
Charles J. Koch

Nancy Cunningham Benacci, '77
Richard J. Kramer, '86

John M. Boler, '56, '96
Patrick Lee, S.J.

Michael P. Caruso, S.J.
Rev. Michael J. Marco, S.J.

Mary Ann Corrigan-Davis, '75
Richard E. Maroun, '77

Albert J. DeGulis, '56
Michael J. Merriman, '78

Frederick D. DiSanto
Samuel H. Miller

Umberto P. Fedeli, '82
J-Glenn Murray, S.J.

Daniel J. Frate, '83
James M. Myers, '80

Carl D. Glickman
Gerald F. O'Connell, '61

Howard J. Gray, S.J.
Archbishop Patrick Pinder

Robert D. Gries
Audrey Gilbert Ratner

Evelyn Jenkins Gunn, '72G
Charles A. Rini Sr.

Robert A. Hager, '84
Patti Rosenfeld, '87

Annette L. Haile, '74
Barbara S. Schubert, '62, '67G, '80G

Richard M. Hamlin Sr., '49
John Sherwin Jr. '68

Howard W. Hanna III, '69
Lorn Snow, S.J., '90G

F. Eric Jochum, '83
Terence C. Sullivan, '77

Jack Kahl, '62
Daniel C. Sussen, '51

Timothy P. Kesicki, S.J., '84
John O’Neill Winchester, '67
Director Emeriti

John G. Breen, ’56, ’97H, Emeritus
Vincent A. Chiarucci, Emeritus
James S. Reid Jr., Emeritus
Joseph D. Sullivan, ’53, Emeritus

Administrative Officers

Robert L. Niehoff, S.J., Ph.D.
President

John T. Day, Ph.D.
Academic Vice President

Mark D. McCarthy, Ph.D.
Vice President for Student Affairs

Richard F. Mausser, M.B.A., CPA
Vice President for Finance and Administrative Services

Doreen Riley, M.S.
Vice President for University Advancement

Jonathan E. Smith, Ph.D.
Vice President and Executive Assistant to the President

Brian G. Williams, M.A.
Vice President for Enrollment

Maria Alfaro-Lopez
General Counsel

Laurie A. Frantz
Assistant to the President/Secretary to the Board

James H. Krukones, Ph.D.
Associate Academic Vice President

Lauren L. Bowen, Ph.D.
Associate Academic Vice President for Academic Programs and Faculty Diversity

Nicholas R. Santilli, Ph.D.
Associate Academic Vice President for Planning and Assessment

Beth Martin, Ph.D.
Interim Dean, College of Arts and Sciences

Karen Schuele, Ph.D.
Dean, Boler School of Business

Sherri Crahen, Ph.D.
Dean of Students
Administration

**Associate and Assistant Academic Deans**

Peter Kvidera, Ph.D.
*Associate Dean, College of Arts and Sciences*

James H. Martin, Ph.D.
*Associate Dean, Boler School of Business*

Mark G. Storz, Ph.D.
*Associate Dean, Graduate Studies, College of Arts and Sciences*

Mindy J. Peden, Ph.D.
*Associate Dean, Student Services and Advising*

Laura J. Atkins, M.B.A.
*Assistant Dean, Boler School of Business*

Diane T. Campbell, M.Ed., M.S.
*Assistant Dean, College of Arts and Sciences*

Elaine F. Hocevar, Ph.D.
*Assistant Dean, College of Arts and Sciences*

Sophie Kus-Patena, Ed.D.
*Assistant Dean, College of Arts and Sciences*

**Campus Ministry**

William M. Bichl, S.J., M.A., *Campus Minister/Alumni Relations*

Paula A. Fitzgerald, M.Div., *Campus Minister/Coordinator of Retreats*

John B. Scarano, M.A., *Director, Campus Ministry*

V. Gail Roussey, M.A., *Campus Minister/Coordinator of Liturgy*

**Administrative and Professional Staff**

George A. Alaimo, B.A., *Desktop Systems Specialist*

Catherine T. Anson, M.A., *Director of Sponsored Research*

David R. Armsworth, B.A., *Service Coordinator, Human Resources*

Judith G. Aungst, M.A., *Director, Arts & Sciences and Alumni Career Services*

Mary Ball, M.A., M.S., *Counselor, University Counseling Center*

Katharyn Battistone, B.A., *Admission Counselor*

Peter R. Bernardo, M.S., *Director, Planned Giving*

Michael Bestul, M.S., *Chief Information Officer*

Bernard R. Beyer, *Director of Physical Plant*

Richard D. Blamer, M.B.A., *Information Technology Coordinator, Boler School of Business*

Richard J. Bretz, *Director, Construction*
Joan E. Brosius, B.A., Manager of Alumni Records
Kenneth R. Brownlie, B.A., Oracle Application Developer
Gayle T. Bruno-Gannon, Assistant to the Dean for M.B.A., Boler School of Business
James A. Burke, M.B.A., Director, Computing Systems and Services
Ashlee Burrs, M.Ed., Assistant Director of Student Activities
Donna L. Byrnes, M.A., Associate Dean of Students
Leisa A. Campbell, B.S., Desktop Systems Specialist
Cynthia Caporella, Ph.D., Director of Liturgical Music and Musical Arts
John Carfagno, M.B.A., Assistant Vice President, Integrated Marketing and Communication
Santa Casciani, Ph.D., Director, Bishop Anthony M. Pilla Program in Italian American Studies
Tonya Strong-Charles, B.A., University News Director
John Clifford, CPA, M.A.FIS., Assistant Controller
Frank S. Congin, M.A., Assistant Director, Center for Global Education
Fr. Donald Cozzens, Ph.D., Writer in Residence
Mary Cretella, B.A., Director, Corporate and Foundation Relations
R. Ryan Daly, B.S., Director, Development
Patricia A. Dawson, M.Ed., Associate Director, Client Services
Elizabeth Day, M.S., Data Specialist, Reading First
Anthony J. DeCarlo, M.A., Director of Athletic Alumni Development
Kathleen Lis Dean, Ph.D., Assistant Vice President for Assessment and Planning in Student Affairs
Deanna L. DePenti, B.A., Assistant to the Director of Institutional Research; Commencement Coordinator
Carol P. Dietz, M.S.E., Associate Vice President of Facilities
Kathleen J. DiFranco, M.A., Registrar
Rebecca A. Dinnen, B.A., Director, Transfer & Int’l Admission
Ronald P. Dolciato, M.Ed., Program Coordinator, Physical Education & Exercise Science
Doris K. Donnelly, Ph.D., Director, Cardinal Suensens Center
Duane A. Dukes, Ph.D., Director, Instructional Media Services
Patrick Ertle, Esq., Senior Director, Development
Beth Egan, B.A., Assistant Registrar
Christopher M. Faiver, Ph.D., Coordinator, Community Counseling Program, Department of Education and Allied Studies
Thomas P. Fanning, B.A., Director of Admission and Retention
Jean Fernandez, B.A.A., Manager of Payroll/Accounts
Margaret Finucane, Ph.D., Director, Center for Service and Social Action
Hilary Flanagan, M.Ed., Director, Center for Career Services
Andrew F. Fronczek, M.S.I.A., Director, Purchasing and Auxiliary Services
Carla Gall, Reunion Coordinator
Hallie Gallagher, B.A., Assistant Director, Development
Kristy Gardner, M.Ed., Assistant Director, Financial Aid
Barbara Garson, Ph.D., Director, Initial Licensure Program, Department of Education and Allied Studies
Gail Gehring, Manager, Student Records
Mary Giorgis, B.S.B.A., Advancement Tech Supprr Specialist, University Advancement
# Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda M. Gojak, M.Ed.</td>
<td>Director, Center for Mathematics and Science Education, Teaching, and Technology</td>
</tr>
<tr>
<td>George G. Goodrich, B.S.B.A.</td>
<td>Executive in Residence, Boler School of Business</td>
</tr>
<tr>
<td>Janetta Hammock, M.A.</td>
<td>Director, Multicultural Affairs</td>
</tr>
<tr>
<td>Mary Ann Hanicak, M.A.</td>
<td>Assistant to Vice President, Student Affairs</td>
</tr>
<tr>
<td>Patricia Harris, M.B.A.</td>
<td>Director, Development Services</td>
</tr>
<tr>
<td>Kevin M. Hatgas, B.A.</td>
<td>Admission Counselor</td>
</tr>
<tr>
<td>Mark K. Hauserman, M.B.A.</td>
<td>Director, Entrepreneurs Association</td>
</tr>
<tr>
<td>Martin R. Hoehler, M.A.</td>
<td>Coordinator of Bands</td>
</tr>
<tr>
<td>Garry J. Homany, M.B.A.</td>
<td>Manager of Regulatory Affairs and Risk Management</td>
</tr>
<tr>
<td>Brian Hurd, B.A.</td>
<td>Assistant Director, Campus Safety Services</td>
</tr>
<tr>
<td>Nancy Jasany, B.S.</td>
<td>Circulation, Grasselli Library</td>
</tr>
<tr>
<td>Mary E. Javorek, Ph.D.</td>
<td>Counselor, University Counseling Center</td>
</tr>
<tr>
<td>Eric J. Johnson, B.S.</td>
<td>Client/Server Specialist</td>
</tr>
<tr>
<td>Megan Juby, B.A.</td>
<td>Associate Director, Development</td>
</tr>
<tr>
<td>David A. Kaleal, M.B.A.</td>
<td>Associate Director, Server Systems</td>
</tr>
<tr>
<td>Christopher Kerr, M.Ed.</td>
<td>Coordinator of Social Justice Initiatives</td>
</tr>
<tr>
<td>Kenneth Kesegich, B.A.</td>
<td>University Editor</td>
</tr>
<tr>
<td>Karen Ketchaver, M.A.</td>
<td>Unit Leader, Grasselli Library</td>
</tr>
<tr>
<td>Michael L. Kimmel, M.Ed.</td>
<td>Science Educator, Graduate Studies</td>
</tr>
<tr>
<td>Robert P. Kirschner, M.A.</td>
<td>Director, Annual Giving</td>
</tr>
<tr>
<td>Alexander Klayman, M.S.</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Ryan C. Knotts, M.B.A., M.S.</td>
<td>Coordinator, Developmental Programming; Judicial Officer</td>
</tr>
<tr>
<td>Melissa Koenig, M.A.</td>
<td>Area Coordinator</td>
</tr>
<tr>
<td>Robert J. Kolesar (HS), Ph.D.</td>
<td>Director, Honors Program</td>
</tr>
<tr>
<td>Barbara Koeth</td>
<td>Job Development/On-Campus</td>
</tr>
<tr>
<td>Mark Krieger, M.A.</td>
<td>Director, Radio Station</td>
</tr>
<tr>
<td>Janet Krevh, R.N.</td>
<td>Director, Student Health Center</td>
</tr>
<tr>
<td>Suzanne Krupa, B.S.</td>
<td>Assistant to the Dean, Boler School of Business</td>
</tr>
<tr>
<td>Vilnis E. Kubulins, M.S.</td>
<td>Research Associate and Machine Shop Supervisor</td>
</tr>
<tr>
<td>Jeffrey S. LaFavre, Ph.D.</td>
<td>Coordinator, Language Learning Center</td>
</tr>
<tr>
<td>Valentino Lassiter, D.Min.</td>
<td>Pastor in Residence</td>
</tr>
<tr>
<td>Mary Lavin, M.S.S.A.</td>
<td>Director, Alumni Relations</td>
</tr>
<tr>
<td>Paul J. Lauritzen, Ph.D.</td>
<td>Director, Program in Applied Ethics</td>
</tr>
<tr>
<td>Lisa Lawrence, M.A.</td>
<td>Admissions</td>
</tr>
<tr>
<td>George Leggiero, M.A.</td>
<td>Unit Leader/Circulation, Grasselli Library</td>
</tr>
<tr>
<td>Je-Onn Lem, B.S.</td>
<td>Desktop Support Specialist</td>
</tr>
<tr>
<td>Lisa A. Lewis, B.A.</td>
<td>Media Services Coordinator</td>
</tr>
<tr>
<td>Heather L. Losneck, M.A.</td>
<td>Director, Residence Life</td>
</tr>
<tr>
<td>Michael MacDonald, B.S.</td>
<td>Videographer, IMS Support Analyst</td>
</tr>
<tr>
<td>John T. Mack, M.A.</td>
<td>Area Coordinator, Residence Life</td>
</tr>
<tr>
<td>Langston H. Maclin, Automation Technician, Grasselli Library</td>
<td></td>
</tr>
<tr>
<td>Cynthia D. Marco, Ph.D.</td>
<td>Career Counselor and Coordinator of Education</td>
</tr>
</tbody>
</table>
Nicholas J. Marino, **Web Systems Engineer**
Nicole McCormick, B.S., **Accountant**
Lisa Meeks, M.A., **Director, Services to Students with Disabilities**
Kathleen Michael, M.B.A., **Assistant to Vice President, Finance**
Patricia E. Michalak, **Analyst/Relational Specialist**
Giuseppina Milet, M.A., **Coordinator, Bishop Anthony M. Pilla Program in Italian American Studies**
Joseph B. Miller, Ph.D., **Director, Summer Programs**
Charlotte A. Moore, B.S., **Oracle Data Base Administrator**
Liliana Morales, B.A., **Admissions**
Lloyd Moreland, M.S., **Assistant Director, Instructional Media Services, College of Arts and Sciences**
Tiffany Morgan, B.A., **Admissions**
Andrew D. Morse, Ph.D., **Director, Writing Center**
Paul V. Murphy, Ph.D., **Director, Institute of Catholic Studies**
Julie Mostov, B.S., **University Advancement**
Keith B. Nagy, M.F.A., **Director, Technical Theatre**
Robert E. Niemochinski, M.B.A., **Oracle Application Developer**
Deborah Nixon, Assistant Grants Coordinator, Literacy Specialist Program, Department of Education and Allied Studies
Robert T. Noll, M.A., **Director, Journalism Program/Carroll News**
Joan M. Nuth, Ph.D., **Director, Ignatian Spirituality Institute**
Kyle E. O’Dell, M.A., **Assistant Director, Residence Life**
Elizabeth Osicki, M.A., **Center for Career Services**
Rafael Pacheco, B.S., **Systems Administrator**
LaMarr Parker, B.S., **Associate Director, Networking**
Tracee Patterson, M.A., **Coordinator, Community-Based Learning, Center for Service & Social Action**
Elizabeth Parsons, M.S., **Research Compliance Administrator**
Carol Paull, M.Ed., **Director, Field Experiences and Professional Development, Department of Education and Allied Studies**
Edward J. Peck Ph.D., **Executive Director, Ignatian Colleague Programs (ICP)**
Marie Perri, B.A., **Housing Coordinator**
Timothy Peppard, B.A., **Director, Campus Safety Services**
Rosalyn Platt, M.A., **Advisor, Career Services**
June Poole, B.S., **Director, Web Services**
Vivienne E. S. Porter, M.B.A., **Admissions, Graduate Studies**
Patrick K. Prosser, M.S.E., **Director, Financial Aid**
Dora J. Pruce, B.A., **Director of Government and Community Relations**
Doris M. Pudloski, M.B.A., **Director, Institutional Research**
Lisa M. Ramsey, M.Ed., **Director, Student Activities**
John M. Reebel, B.S., **Associate Director, Administrative Computing Services**
Thomas Reilley, B.A., **Manager of Auxiliary Services**
Robert C. Reiter, B.A., **Human Resources Assistant, Department of Military Science**
Kevin Riordan, Assistant Vice President, Development
Vivian Robert Atsu, B.A., **Research Assistant, Reading First**
Michael P. Roeder, B.A., **Manager, Facility Services**
John M. Ropar, Ph.D., **Director, University Counseling Center**
Administration

Catherine Rosemary, Ph.D., Director, Literacy Specialist Program, Department of Education and Allied Studies
V. Gail Roussey, M.A., Campus Ministry
Dennis H. Rowinski, M.B.A., Director, Administrative Computing Services
Mary Rycyna, M.A., Director, Development
Debora L. Schmitt, B.A., Payroll Administrator
Michele Scott Taylor, Ed.D., Coordinator, Access and Retention
Shirley Seaton, Ed.D., Liaison for Community Affairs
Andreas Sobisch, Ph.D., Director, Center for Global Education
Jeanne Somers, M.L.S., M.P.A., Ph.D., Director, Grasselli Library
Theresa K. Spada, B.S.B.A., Alumni & Special Events Coordinator
Michael J. Spicuzza, B.S.B.A., Comptroller for Jesuit Community
James E. Spitznagel, B.S., Network Engineer
Lori L. Sprague, M.B.A., Human Resources Information Systems Analyst
John R. Stankiewicz, B.S., Client Server Specialist
Theodore Steiner, M.A., Program Coordinator, Center for Service and Social Action
Nicholas A. Stoll, B.S., Desktop Systems Specialist
Charles (Bud) Stuppy, M.S.OD, M.A., Director of Human Resources
Jay Tarby, Ph.D., Director, Instructional Technology Services
Patricia Thompson, B.A., Recruitment Coordinator, Human Resources
Matthew J. Verleny, B.A., Accountant
Steven P. Vitatoe, M.B.A., Director of Enrollment Operations
Jennifer Vokoun, M.A., Director, Creative Services

Diane M. Ward, B.F.A., J.D., Bursar and Director of Student Accounts
Faith A. Whitworth, M.A.T., Laboratory Coordinator, Department of Chemistry
Jared Wicks, S.J., Th.D., Theologian and Writer in Residence
William B. Wilhelm, Telecommunications Specialist
Kristen L. Willis, I.I.D.A., Interior Designer
Robert Windle, M.A., Advisor, Career Services
David W. Wong, B.S., CPA, Director, Budget and Financial Analysis
Jeffrey A. Your, C.S.M.M., M.B.A., Science Buyer; Central Scientific Stores and Laboratory Support Services
Charles M. Zarobila, Ph.D., Curator of Special Collections, Grasselli Library

Faith A. Whitworth, M.A.T., Laboratory Coordinator, Department of Chemistry
Jared Wicks, S.J., Th.D., Theologian and Writer in Residence
William B. Wilhelm, Telecommunications Specialist
Kristen L. Willis, I.I.D.A., Interior Designer
Robert Windle, M.A., Advisor, Career Services
David W. Wong, B.S., CPA, Director, Budget and Financial Analysis
Jeffrey A. Your, C.S.M.M., M.B.A., Science Buyer; Central Scientific Stores and Laboratory Support Services
Charles M. Zarobila, Ph.D., Curator of Special Collections, Grasselli Library

Faith A. Whitworth, M.A.T., Laboratory Coordinator, Department of Chemistry
Jared Wicks, S.J., Th.D., Theologian and Writer in Residence
William B. Wilhelm, Telecommunications Specialist
Kristen L. Willis, I.I.D.A., Interior Designer
Robert Windle, M.A., Advisor, Career Services
David W. Wong, B.S., CPA, Director, Budget and Financial Analysis
Jeffrey A. Your, C.S.M.M., M.B.A., Science Buyer; Central Scientific Stores and Laboratory Support Services
Charles M. Zarobila, Ph.D., Curator of Special Collections, Grasselli Library
Athletic Administration and Coaching Staff

Elmore Banton, M.Ed., Associate Head Track Coach
Tracy L. Blasius, B.S., Head Coach, Women’s Soccer; Assistant Director, Sports Information; Assistant Coach, Softball
Raymond T. Bolger, B.A., Assistant Equipment Manager
Brian Cochran, M.Ed., Assistant Coach, Football
Jane Evans, B.A., Interim Assistant Director/External Operations
Lewis H. Fellinger, B.S., Head Coach, Men’s and Women’s Diving
Dara Ford, B.A., Head Coach, Cross Country and Track
Andrew J. Hoffman, M.Ed., Assistant Director of Athletics/External Operation
Sandra M. Howard, M.A., Director, Recreation/Intramurals/Club Sports
Erin Brooks Kingsbury, B.A., Head Coach, Softball
Diane Koury, Head Coach, Men’s and Women’s Tennis
Matthew T. Lenhart, M.Ed., Head Coach, Men’s and Women’s Swimming, Women’s Golf
Kristie C. Maravalli, M.S., Head Coach, Women’s Basketball; Women’s Strength Coach
Hector Marinaro, Head Men’s Soccer Coach
Laurie J. Massa, M.Ed., 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
Julie A. O’Connell-Prusock, M.Ed., A.T.C./L., Assistant Athletic Trainer; Director of Summer Sports Day
James P. Pancher, M.A., Director, Athletic Facilities/Equipment
Cally Plummer, Head Coach, Volleyball
Regis Scafe, M.Ed., Head Coach, Football
Craig Smith, B.A., Assistant Football Coach
Marc N. Thibeault, B.S., Head Coach, Baseball; Assistant Intramural Director
Kerry R. Volkman, M.Ed., Head Coach, Wrestling; Assistant Coach, Football
Gretchen Weitbrecht, M.A., Associate Director of Athletics
Christopher Wenzler, B.A., Director, Sports Information
## COMMITTEES

### University Committees

#### Committee of Academic Deans

<table>
<thead>
<tr>
<th>Chair</th>
<th>Co-Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Day</td>
<td>Beth Martin</td>
</tr>
<tr>
<td>Karen Schuele</td>
<td></td>
</tr>
</tbody>
</table>

#### Committee on the Core Curriculum

<table>
<thead>
<tr>
<th>Core Director</th>
<th>Ex-officio</th>
<th>Co-Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earl W. Spurgin</td>
<td>Beth Martin</td>
<td>Phyllis Braudy Harris</td>
</tr>
<tr>
<td>Beth Martin</td>
<td>Gwen Compton-Engle</td>
<td>Kathleen M. Manning</td>
</tr>
<tr>
<td>Anthony Roy Day</td>
<td>Katherine M. Gatto</td>
<td>Patrick J. Mooney</td>
</tr>
<tr>
<td>Richard T. Grenci</td>
<td>Phyllis Braudy Harris</td>
<td>Andrew M. Welki</td>
</tr>
</tbody>
</table>

#### Committee on Graduate Studies

<table>
<thead>
<tr>
<th>Chair</th>
<th>Co-Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth A. Martin</td>
<td>Karen Schuele</td>
</tr>
<tr>
<td>James H. Martin</td>
<td>Douglas A. Norris</td>
</tr>
<tr>
<td>Francis X. Ryan</td>
<td>John C. Spencer</td>
</tr>
<tr>
<td>John C. Spencer</td>
<td>Elizabeth A. Stiles</td>
</tr>
<tr>
<td>Mark G. Storz</td>
<td>Gerald P. Weinstein</td>
</tr>
</tbody>
</table>

#### Committee on Research and Service

<table>
<thead>
<tr>
<th>Chair</th>
<th>Co-Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauren Bowen</td>
<td>Lawrence Cima</td>
</tr>
<tr>
<td>Paul Lauritzen</td>
<td>Susan Long</td>
</tr>
<tr>
<td>Jeffrey Dyck</td>
<td>Phil J. Metres III</td>
</tr>
<tr>
<td>Bradley Hull</td>
<td>Paul Nietupski</td>
</tr>
<tr>
<td>Simran Kahai</td>
<td>Mindy Peden</td>
</tr>
<tr>
<td>Daniel Kilbride</td>
<td>David Robson</td>
</tr>
</tbody>
</table>

#### Committee on Scheduling

<table>
<thead>
<tr>
<th>Chair</th>
<th>Co-Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen J. DiFranco</td>
<td>Richard F. Mausser</td>
</tr>
<tr>
<td>Barbara K. D’Ambrosia</td>
<td>Karen Schuele</td>
</tr>
<tr>
<td>Beth Martin</td>
<td>Mark G. Storz</td>
</tr>
</tbody>
</table>
Council on Teacher Education
Brendan J. Foreman, Ph.D., Chair
Kathleen J. DiFranco, M.A.
Barbara Garson, Ph.D.
Julia Karolle-Berg, Ph.D.
Michael Kimmel, M.Ed.
Beth Martin, Ph.D.
Catherine Miller, Ph.D.
Doug Norris, Ph.D.
Carol Paull, M.S.Ed., M.S.S.A.
David Shutkin, Ph.D.
Mark Storz, Ph.D.

Faculty Board of Review
William N. Bockanic, Ph.D.
Paul R. Challen, Ph.D.
Lawrence R. Cima, Ph.D.
Ruth Connell, M.L.S.
Barbara K. D’Ambrosia, Ph.D.
Robert J. Kolesar, Ph.D. (MT)
Pamela A. Mason, Ph.D.
Marcella D. Milota, M.S.L.S.
John R. Spencer, Ph.D.
Carl R. Spitznagel, Ph.D.
Elizabeth A. Stiles, Ph.D.
Elizabeth v. Swenson, Ph.D.
Dianna Taylor, Ph.D.
Brenda A. Wirkus, Ph.D.

Faculty Grievance Committee Pool
Barbara K. D’Ambrosia, Ph.D.
Doris K. Donnelly, Ph.D.
Gerald B. Guest, Ph.D.
Simran K. Kahai, Ph.D.
Joseph F. Kelly, Ph.D.
Gwendolyn M. Kinebrew, Ph.D.
Kathleen S. Kobylianec, M.L.S.
Cynthia Lenox, M.L.S.
Mindy J. Peden, Ph.D.
Sheri D. Young, Ph.D.

Faculty Handbook Committee
Robert J. Kolesar, Ph.D. (MT)
Dwight R. Hahn, Ph.D.
Sheila E. McGinn, Ph.D.
Marcella D. Milota, M.S.L.S.
Jacqueline J. Schmidt, Ph.D.
Brenda A. Wirkus, Ph.D.

Health Professions Advisory Committee
Gwendolyn M. Kinebrew, Ph.D., Chair
Additional tenured faculty from the University

Information Technology Steering Committee
Michael J. Bestul, M.S., Chair
Ruth Connell, M.A., M.L.S.
Barbara K. D’Ambrosia, Ph.D.
Duane A. Dukes, Ph.D.
Marc Kirschenbaum, Ph.D.
Sheila E. McGinn, Ph.D.
Marc P. Lynn, Ph.D.
Richard F. Mausser, M.B.A.
Doris M. Pudloski, M.B.A.
Committees

Institutional Animal Care and Use Committee

Elizabeth Parsons, M.S., Secretary
Catherine T. Anson, M.A.
Carl D. Anthony, Ph.D.
A. Ralph Gibson, Ph.D.
James H. Krukones, Ph.D.
William L. Langenfus, Ph.D.

James L. Lissemore, Ph.D.
Hector Munoz-Ramirez, D.V.M., Ph.D.
Helen M. Murphy, Ph.D.
Robert R. Smeby, Ph.D.
Sally Wertheim, Ph.D.

*Co-chair to be announced

Institutional Review Board

Catherine T. Anson, M.A., C.I.M., Assistant Chair, Ex Officio
Ruth E. Fenske, Ph.D.
Jeanne E. Jenkins, Ph.D.
Elizabeth B. Parsons, M.S., IRB Administrator, Ex Officio

James H. Krukones, Ph.D., Ex Officio

Helen M. Murphy, J.D.
Therese Sweeney Drake, J.D.
Elizabeth v. Swenson, Ph.D., Chair
Edward Tomlinson, Ph.D.
Andrew Trew, Ph.D.

Mission Coordinating Committee

Paul V. Murphy, Ph.D. Chair
Margaret O. Finucane, Ph.D.
Paula Fitzgerald, M.Div.
Valentino Lassiter, D.Min.
Mary Lavin, M.S.S.A.

Mark D. McCarthy, Ph.D.
Philip J. Metres III, Ph.D.
Rev. Thomas Schubeck, S.J., Ph.D.
Jonathan E. Smith, Ph.D.

University Assessment Committee

Nicholas R. Santilli, Ph.D., Chair
Kathleen L. Dean, M.Ed.
Graciela Lacueva, Ph.D.
James H. Krukones, Ph.D.

Albert L. Nagy, Ph.D.
Doris M. Pudloski, M.B.A.
Earl W. Spurgin, Ph.D.
Elizabeth v. Swenson, Ph.D.

*two faculty members to be named

University Budget Committee

John T. Day, Ph.D., Chair
Mark Antonucci
Richard D. Clark, Ph.D.
Duane A. Dukes, Ph.D.
Dwight R. Hahn, Ph.D.
Laurie J. Massa, M.Ed.

Richard F. Mausser, M.B.A., CPA
Christopher R. Roark, Ph.D.
Richard J. Santilli, Ph.D.
John Scarano, M.A.
Gerald P. Weinstein, Ph.D., CPA
David Wong, B.S., CPA
Committees

**University Hearing Board**
William N. Bockanic, J.D.  
Gerald B. Guest, Ph.D.  
Kathleen S. Kobyljanec, M.L.S.  
Elizabeth v. Swenson, Ph.D.  
Sheri D. Young, Ph.D.  
*one faculty member to be named*  
*three student representatives*

**University Library Committee**
Eric Fuglister, Ph.D.  
Tamba Nlandu, Ph.D.  
David W. Robson, Ph.D.  
Gerald J. Sabo, S.J., Ph.D.

**University Planning Group**
John T. Day, Ph.D., *Chair*  
Michael Bestul, M.S.  
Lauren Bowen, Ph.D.  
John Carfagno, M.B.A.  
Sherri Crahen, Ph.D.  
Margaret O. Finucane, Ph.D.  
Matthew Hiznay  
James H. Krukones, Ph.D.  
Beth A. Martin, Ph.D.  
Richard F. Mausser, M.B.A., CPA  
Mark D. McCarthy, Ph.D.  
Paul R. Murphy, Jr., Ph.D.  
Robert L. Niehoff, S.J., Ph.D.  
Douglas A. Norris, Ph.D.  
Kyle O’Dell, M.A.  
Mariana J. Ortega, Ph.D.  
Amanda Papa  
Dora J. Pruce, B.A.  
Doris M. Pudloski, M.B.A.  
Doreen Knapp Riley, M.S.  
Nicholas R. Santilli, Ph.D.  
Karen Schuele, Ph.D.  
Jonathan E. Smith, Ph.D.  
Charles A. Watts, Ph.D.  
Brian G. Williams, M.A.  
*one faculty members to be named*

**********

**Faculty Council**
Matthew P. Berg, Ph.D., *Chair*  
Paul L. Shick, Ph.D., *Vice Chair*  
William N. Bockanic, Ph.D.  
Richard D. Clark, Ph.D.  
Rebecca E. Drenovsky, Ph.D.  
Theron Ford, Ph.D.  
Richard T. Grenci, Ph.D.  
Karen L. Gygli, Ph.D.  
Abdulrazaq A. Imam, Ph.D.  
Julia Karolle-Berg, Ph.D.  
Linda A. Koch, Ph.D.  
Paul J. Lauritzen, Ph.D.  
Roland L. Madison, Ph.D.  
Paul V. Murphy, Ph.D.  
Douglas A. Norris, Ph.D.  
Gary E. Porter, Ph.D.  
Christopher R. Roark, Ph.D.  
Christopher A. Sheil, Ph.D.  
John C. Soper, Ph.D.  
John R. Spencer, Ph.D.  
Carl R. Spitznagel, Ph.D.  
Dianna Taylor, Ph.D.  
Nancy P. Taylor, Ph.D.  
Jennifer Ziemke, Ph.D.
Committees

Faculty Council Committees

Committee on Academic Policies
Barbara K. D’Ambrosia, Ph.D.  
Katherine M. Gatto, Ph.D.  
Penny Braudy Harris, Ph.D.  
Kathleen M. Manning, Ph.D.  
David L. Stenson, Ph.D.  
Andrew M. Welki, Ph.D.

Committee on Elections
Ruth Connell, M.L.S.  
Jeffrey S. Dyck, Ph.D.  
Gerald B. Guest, Ph.D.  
Joseph F. Kelly, Ph.D.  
Frank J. Navratil, Ph.D.  
Linda M. Seiter, Ph.D.

Committee on Finance
Lindsay Noble Calkins, Ph.D.  
Dwight R. Hahn, Ph.D.  
Marc Kirschenbaum, Ph.D.  
Pamela A. Mason, Ph.D.  
Sheila E. McGinn, Ph.D  
Chris R. Roark, Ph.D.

Committee on Gender and Diversity
Simran K. Kahai, Ph.D.  
Gwendolyn M. Kinebrew, Ph.D.  
Jen McWeeny, Ph.D.  
Naveed K. Piracha, Ph.D.  
Walter O. Simmons, Ph.D.  
Jeanne Somers, Ph.D.

Committee on Rank, Tenure, and Salary
David G. Anderson, Ph.D.  
Doris K. Donnelly, Ph.D.  
Daniel P. Kilbride, Ph.D.  
Catherine Miller, Ph.D.  
Carl R. Spitznagel, Ph.D.  
Edward Tomlinson, Ph.D.

Committee on Research, Service, and Faculty Development
Lawrence R. Cima, Ph.D.  
Jeffrey S. Dyck, Ph.D.  
Paul J. Lauritzen, Ph.D.  
Philip J. Metres III, Ph.D.  
Mindy J. Peden, Ph.D.  
Gerald P. Weinstein, Ph.D.
Retired Faculty

(Dates in parentheses indicate years of appointment and retirement.)

*LUCIEN A. AUBÉ (1950-90)
Professor Emeritus of French
Ph.D., Case Western Reserve University

*FRANCIS V. BALDO (1958-69)
Assistant Professor of Transportation
M.B.A., Western Reserve University

KATHLEEN L. BARBER (1968-89)
Professor Emeritus of Political Science
Ph.D., Case Western Reserve University

MARGARET BERRY (1965-89)
Professor Emeritus of English
Ph.D., 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

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

EDWARD F. CAROME (1954-2000)
Professor Emeritus of Physics
Ph.D., Case Institute of Technology

Special Visiting Assistant Professor of Physics
Ph.D., The Catholic University of America

VERGHESE J. CHIRAYATH
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

*WILLIAM DEIGHAN (1988-98)
Associate Professor Emeritus of Education
Ph.D., Case Western Reserve University

ANDRES C. DIAZ (1965-83)
Associate Professor of Spanish
LL.D., University of Havana

*Deceased
### Retired Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Position</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>DONALD R. DOMM</td>
<td>1987-2008</td>
<td>Professor of Management</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>GORMAN L. DUFFET</td>
<td>1992-2004</td>
<td>Director Emeritus, Grasselli Library</td>
<td>Ph.D., University of Pittsburgh</td>
</tr>
<tr>
<td>PATRICK L. EAGAN</td>
<td>1978-98</td>
<td>Associate Professor of Political Science</td>
<td>Ph.D., University of California-Riverside</td>
</tr>
<tr>
<td>ALEXANDER M. FELDVEBEL</td>
<td>1969-87</td>
<td>Professor Emeritus of Education</td>
<td>Ph.D., University of Chicago</td>
</tr>
<tr>
<td>*CHARLES FERRARO</td>
<td>1949-78</td>
<td>Professor Emeritus of Psychology</td>
<td>Ph.D., Western Reserve University</td>
</tr>
<tr>
<td>VALERIE R. FLECHTNER</td>
<td>1981-2008</td>
<td>Professor Emeritus of Biology</td>
<td>Ph.D., University of Wisconsin-Madison</td>
</tr>
<tr>
<td>RICHARD K. FLEISCHMAN, Jr.</td>
<td>1983-2007</td>
<td>Professor Emeritus of Accountancy</td>
<td>Ph.D., State University of New York at Buffalo</td>
</tr>
<tr>
<td>J. BENJAMIN FORBES</td>
<td>1975-2008</td>
<td>Professor Emeritus of Management</td>
<td>Ph.D., The University of Akron</td>
</tr>
<tr>
<td>*AUSTIN J. FREELEY</td>
<td>1957-85</td>
<td>Professor Emeritus of Communication</td>
<td>Ph.D., Northwestern University</td>
</tr>
<tr>
<td>KLAUS FRITSCH</td>
<td>1967-2007</td>
<td>Professor Emeritus of Physics</td>
<td>Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>RICHARD J. GAUL</td>
<td>1959-94</td>
<td>Professor Emeritus of Chemistry</td>
<td>Ph.D., Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>ROBERT H. GETSCHER</td>
<td>1970-2001</td>
<td>Professor Emeritus of Art History</td>
<td>Ph.D., Western Reserve University</td>
</tr>
<tr>
<td>EDWARD GLYNN, S.J.</td>
<td>1998-2005</td>
<td>Professor of Religious Studies; President of the University, 1998-2005</td>
<td>Th.D., Graduate Theological Union</td>
</tr>
<tr>
<td>SONIA S. GOLD</td>
<td>1967-1983</td>
<td>Professor of Economics</td>
<td>Ph.D., University of Pittsburgh</td>
</tr>
<tr>
<td>JOHN GUIDUBALDI</td>
<td>1994-2004</td>
<td>Professor of Education</td>
<td>D.Ed., Harvard University</td>
</tr>
<tr>
<td>GERALD C. HAY, Jr.</td>
<td>1964-94</td>
<td>Professor of Philosophy</td>
<td>Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>FRANK J. HEINTZ, Jr.</td>
<td>1956-90</td>
<td>Professor of Political Science</td>
<td>Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>DAVID HELSEL</td>
<td>1994-2008</td>
<td>Assistant Professor of Education</td>
<td>Ph.D., The University of Akron</td>
</tr>
<tr>
<td>DARRELL J. HORWATH</td>
<td>1970-2007</td>
<td>Assistant Professor of Mathematics</td>
<td>M.S., University of Wisconsin-Madison</td>
</tr>
<tr>
<td>MARY K. HOWARD</td>
<td>1963-98</td>
<td>Professor Emeritus of History</td>
<td>Ph.D., University of Pennsylvania</td>
</tr>
<tr>
<td>*DOMINIC J. HUNT</td>
<td>1957-86</td>
<td>Professor Emeritus of Chemistry</td>
<td>Ph.D., Saint Louis University</td>
</tr>
</tbody>
</table>
FRANK L. JENKINS (1964-94)
   Assistant Professor of Mathematics
   M.S., University of Illinois

JOHN F. MICHAEL (1956-84)
   Professor Emeritus of Management
   Ph.D., The Ohio State University

GERALD W. JORGENSEN (1977-2004)
   Associate Professor Emeritus of Education
   Ed.D., Columbia University

*CLEMENT A. MILLER (1967-79)
   Professor of Fine Arts
   Ph.D., University of Michigan

PATRICIA A. KEARNEY (1967-99)
   Professor Emeritus of Education
   Ph.D., Western Reserve University

CARL J. MONASTRA (1970-99)
   Associate Professor of Accounting
   M.B.A., Case Western Reserve University

JOHN D. KESHOCK (1960-2000)
   Professor Emeritus of Psychology
   Ph.D., Case Western Reserve University

*FENTON D. MOORE (1972-2004)
   Professor of Biology
   Ph.D., Case Western Reserve University

JOHN F. KLEIN (1970-2006)
   Associate Professor Emeritus of Sociology
   Ph.D., Case Western Reserve University

JERRY L. MORENO (1968-2008)
   Assistant Professor Emeritus of Mathematics
   M.S., Michigan State University

WALLACE J. KOSINSKI (1966-94)
   Associate Professor of History
   Ph.D., Case Western Reserve University

MARIAN J. MORTON (1972-2007)
   Professor Emeritus of History
   Ph.D., Case Western Reserve University

*WILLIAM R. MOTISKA (1950-74)
   Professor of Accounting
   M.S., Kent State University; CPA (Ohio)

RAYMOND A. LeGRAND (1966-90)
   Professor Emeritus of Education
   Ed.D., Western Reserve University

HARRY C. NASH (1951-2001)
   Professor Emeritus of Physics
   Ph.D., Case Institute of Technology

   Assistant Professor Emeritus of Classical Languages
   Ph.D., University of Chicago

ARTHUR J. NOETZEL (1941-86)
   Professor Emeritus of Business Administration
   Ph.D., University of Michigan; Litt.D., John Carroll University

*E. BRUCE McLEAN (1970-96)
   Professor Emeritus of Biology
   Ph.D., The Ohio State 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

359
### Retired Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Title</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILLIAM F. O’HEARN</td>
<td>(1956-96)</td>
<td>Professor of Physics</td>
<td>Ph.D., Purdue University</td>
</tr>
<tr>
<td>DWIGHT M. OLSON</td>
<td>(1984-2007)</td>
<td>Professor Emeritus of Mathematics</td>
<td>Ph.D., University of Wyoming</td>
</tr>
<tr>
<td>JOSEPH P. OWENS, S.J.</td>
<td>(1953-87)</td>
<td>Professor Emeritus of Education</td>
<td>Ph.D., Fordham University</td>
</tr>
<tr>
<td>VINCENT M. PANICHI</td>
<td>(1960-96)</td>
<td>Professor Emeritus of Accounting</td>
<td>M.B.A., Western Reserve University</td>
</tr>
<tr>
<td>MICHAEL S. PAP</td>
<td>(1958-88)</td>
<td>Professor of History</td>
<td>Ph.D., Heidelberg University</td>
</tr>
<tr>
<td>KENNETH L. PARKHURST</td>
<td>(1966-87)</td>
<td>Professor Emeritus of Economics</td>
<td>Ph.D., University of Southern California</td>
</tr>
<tr>
<td>LOUIS G. PECEK</td>
<td>(1959-96)</td>
<td>Professor of English; Assistant Academic Vice President</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>JAMES E. PIERCY</td>
<td>(1969-73; 77-87)</td>
<td>Professor of Management</td>
<td>Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>JOHN S. PIETY</td>
<td>(1980-04)</td>
<td>Associate Emeritus Librarian; Director, Grasselli Library</td>
<td>M.L.S., University of Oklahoma</td>
</tr>
<tr>
<td>DONALD M. PODUSKA</td>
<td>(1960-2005)</td>
<td>Professor Emeritus of Classical Languages</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>ALAN POST</td>
<td>(1971-88)</td>
<td>Professor Emeritus of Management</td>
<td>Ph.D., Case Western Reserve University</td>
</tr>
</tbody>
</table>

*ALAN POST (1971-88)  
Professor Emeritus of Management  
Ph.D., Case Western Reserve University  
Rev. Joseph O. Schell, S.J.  
1913-2008
**Retired Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Position(s)</th>
<th>Affiliation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERALD J. SCHWEICKERT</td>
<td>1961-2002</td>
<td>Associate Professor Emeritus of Physical Educ. &amp; Exercise Science</td>
<td>Ph.D., The University of Akron</td>
</tr>
<tr>
<td>EDWIN J. SKOCH</td>
<td>1968-2003</td>
<td>Professor Emeritus of Biology</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>FRANCIS J. SMITH, S.J.</td>
<td>1963-90</td>
<td>Professor Emeritus of English</td>
<td>M.A., Oxford University</td>
</tr>
<tr>
<td>ERNEST G. SPITTLER, S.J.</td>
<td>1965-93</td>
<td>Associate Professor of Chemistry</td>
<td>Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>HEIDI I. STULL</td>
<td>1970-94</td>
<td>Professor Emeritus of German</td>
<td>Ph.D., Kent State University</td>
</tr>
<tr>
<td>DONALD H. STUPICA</td>
<td>1967-2006</td>
<td>Instructor of Physical Education and Exercise Science</td>
<td>M.A., John Carroll University</td>
</tr>
<tr>
<td>ROBERT T. SULLENS</td>
<td>1963-88</td>
<td>Professor Emeritus of Accounting</td>
<td>D.B.A., Kent State University</td>
</tr>
<tr>
<td>JOHN G. SWEENEY</td>
<td>1958-91</td>
<td>Assistant Professor of Economics</td>
<td>M.A., M.Phil., Columbia University</td>
</tr>
<tr>
<td>ROBERT D. SWEENEY</td>
<td>1964-2001</td>
<td>Professor Emeritus of Shula &amp; SWEENEY</td>
<td>Ph.D., Fordham University</td>
</tr>
<tr>
<td>MARY K. SWEENEY</td>
<td>1976-94</td>
<td>Coordinator of Reference</td>
<td>M.S.L.S., Case Western Reserve University</td>
</tr>
<tr>
<td>*ARTHUR S. TRACE</td>
<td>1956-91</td>
<td>Professor Emeritus of English</td>
<td>Ph.D., Stanford University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Position(s)</th>
<th>Affiliation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREDERICK F. TRAVIS</td>
<td>1988-2006</td>
<td>Professor Emeritus of History and Provoost Emeritus</td>
<td>Ph.D., Emory University</td>
</tr>
<tr>
<td>JOSEPH TRIVISONNO, Jr.</td>
<td>1957-2000</td>
<td>Professor Emeritus of Physics</td>
<td>Ph.D., Case Institute of Technology</td>
</tr>
<tr>
<td>WILLIAM J. ULRICH</td>
<td>1959-89</td>
<td>Professor of History</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>JAMES A. WALSH</td>
<td>1963-99</td>
<td>Professor of Chemistry</td>
<td>Ph.D., Purdue University</td>
</tr>
<tr>
<td>EDWARD J. WALTER</td>
<td>1946-83</td>
<td>Professor of Mathematics</td>
<td>Ph.D., St. Louis University</td>
</tr>
<tr>
<td>MARY H. WARD</td>
<td>1966-87</td>
<td>Professor Emeritus of Education</td>
<td>Ph.D., Western Reserve University</td>
</tr>
<tr>
<td>WILLIAM M. WEAVER</td>
<td>1958-2001</td>
<td>Professor Emeritus of Chemistry</td>
<td>Ph.D., Purdue University</td>
</tr>
<tr>
<td>ROGER A. WELCHANS</td>
<td>1965-95</td>
<td>Professor Emeritus of Art History</td>
<td>Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>SALLY H. WERTHEIM</td>
<td>1971-2008</td>
<td>Dean Emeritus, Professor Emeritus of Education</td>
<td>Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>ANDREW M. WHITE</td>
<td>1970-2003</td>
<td>Professor Emeritus of Biology</td>
<td>Ph.D., The Ohio State University</td>
</tr>
<tr>
<td>*PAUL A. WOELFL, S.J.</td>
<td>1959-83</td>
<td>Professor of Political Science</td>
<td>Ph.D., Saint Louis University</td>
</tr>
</tbody>
</table>
Current Faculty

RYAN ALLEN
Assistant Professor of Education
B.A., Marshall University; M.Ed., The Citadel; Ph.D., Ball State University
Assistant Professor, 2008-

SCOTT J. ALLEN
Assistant Professor of Management
B.S., University of Minnesota; M.Ed., Xavier University; Ph.D., Antioch University
Visiting Assistant Professor, 2006-09; Assistant Professor, 2009-

DAVID G. ANDERSON
Associate Professor of Spanish
B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Vanderbilt University
Assistant Professor, 1987-93; Associate Professor, 1993--95; Chair, 1997-2005; Interim Chair, 2008-09

CARL D. ANTHONY
Associate Professor of Biology
B.A., North Central College; M.S., University of Texas at Arlington; Ph.D., University of Southwestern Louisiana
Visiting Assistant Professor, 1996-97; Assistant Professor, 1997-2003; Associate Professor, 2003-

MEDORA BARNES
Instructor in Sociology
B.A., Trinity College; M.A., University of Connecticut; Instructor, 2009-

NICK R. BAUMGARTNER
Professor of Chemistry
B.S., Upper Iowa University; Ph.D., University of Wyoming
Assistant Professor, 1969-74; Associate Professor, 1974-79; Professor, 1979-; Chair, 1989-93; Associate Dean, College of Arts and Sciences, 1993-94; Dean, 1994-2004

MARY BEADLE
Professor of Communication
B.M., Mary Manse College; M.A., Ph.D., Kent State University
Visiting Instructor, 1997-81; Associate Professor, 1994-2001; Dean, 2001-07; Professor, 2001-

DENISE D. BEN-PORATH
Associate Professor of Psychology
B.A., The Ohio State University; M.A., Ph.D., Kent State University
Assistant Professor, 2000-2006; Associate Professor, 2006-

MATTHEW P. BERG
Professor of History
B.A., University of California-Los Angeles; M.A., Ph.D., University of Chicago
Assistant Professor, 1994-2000; Associate Professor, 2000-2008; Professor, 2008-
WILLIAM M. BICHL, S.J.
Assistant Professor of Philosophy
B.A., M.A., Loyola University of Chicago; M.A., Xavier University; Ph.L., Saint Louis University; S.T.L., Bellarmine School of Theology
Instructor, 1963-64, 70-71; Assistant Professor, 1971-; Acting Assistant Dean, 1982-84; Assistant Dean, 1984-2006; Director, Freshman-Sophomore Advising, 1996-2006

GEORGE B. BILGERE
Associate Professor of English
B.A., University of California-Riverside; M.A., Washington University; Ph.D., University of Denver
Assistant Professor, 1991-97; Associate Professor, 1997-

DEAN N. BIRCH
Assistant Professor and Chair, Department of Political Science
B.A., M.A., California State University-Sacramento; Ph.D., University of California-Santa Barbara
Assistant Professor, 1991-; Chair, 2005-

ROBERT BLOOM
Professor of Accountancy
B.A., Queens College; M.B.A., Columbia University; Ph.D., New York University
Professor, 1986-

WILLIAM N. BOCKANIC
Professor of Management
B.A., John Carroll University; J.D., Cleveland State University
Assistant Professor, 1978-86; Associate Professor, 1986-96; Chair, 1986-94; Professor, 1996-

ROSA MARÍA BOISSET-BRINDLE
Visiting Assistant Professor of Spanish
M.A., Ph.D., Purdue University
Visiting Instructor, 2008; Visiting Assistant Professor, 2008-

LAUREN L. BOWEN
Associate Professor of Political Science; Associate Academic Vice President for Academic Programs and Faculty Diversity
B.A., The Ohio State University; M.A., Ph.D., University of Kentucky
Assistant Professor, 1989-95; Associate Professor, 1995-; Chair, 2001-05; Director, 2005-07; Associate Academic Vice President, 2007-

CECILE BRENNAN
Assistant Professor of Education
B.A., M.A., M.Ed., Ph.D., Cleveland State University
Assistant Professor, 2009-

PAULA J. BRITTON
Professor of Education
B.S.W., Valparaiso University; M.A., Ph.D., The University of Akron
Assistant Professor, 1993-98; Associate Professor, 1998-2003; Professor, 2003-

LeROY D. BROOKS
Edward J. and Louise E. Mellen Chair in Finance; Professor of Finance
B.S., University of Hartford; M.B.A., Ph.D., Michigan State University
Professor, 2001-; Mellen Chair, 2001-
Current Faculty

BRENT G. BROSSMANN  
Associate Professor of Communication  
B.A., Texas A&M University; M.A., California State University-Fullerton; Ph.D., University of Kansas  
Instructor, 1993-95; Assistant Professor, 1995-99; Associate Professor, 1999-  

DOUGLAS R. BRUCE  
Associate Professor of Communication  
B.A., University of Texas at San Antonio; M.A., Southwest Texas State University; Ph.D., University of Iowa  
Visiting Assistant Professor, 1985-87; Assistant Professor, 1987-92; Associate Professor, 1992-  

CARRIE BUCHANAN  
Instructor in Communication  
B.A., Bryn Mawr College; M.A., Carleton University  
Instructor, 2009-  

CASIMIR R. BUKALA, S.J.  
Professor of Philosophy  
B.A., M.A., John Carroll University; M.A., Loyola University of Chicago; S.T.L., Bellarmine School of Theology; Ph.D., Boston College  
Assistant Professor, 1970-75; Associate Professor, 1975-80; Professor, 1980-  

LINDSAY NOBLE CALKINS  
Associate Professor of Economics  
B.A., Wellesley College; Ph.D., University of Michigan  
Assistant Professor, 1986-92; Associate Professor, 1992-  

SANTA CASCIANI  
Associate Professor of Italian; Program in Italian-American Studies  
B.A., Saint John Fisher College; M.A., The Ohio State University; Ph.D., University of Wisconsin-Madison  
Assistant Professor, 1999-2003; Director, 1999-; Associate Professor, 2003-  

YUH-CHERNG CHAI  
Associate Professor of Chemistry  
B.S., Ph.D., Iowa State University  
Visiting Assistant Professor, 2002-03; Assistant Professor, 2003-09; Associate Professor, 2009-  

PAUL R. CHALLEN  
Professor of Chemistry  
B.A., Oxford University; Ph.D., University of Michigan  
Assistant Professor, 1990-96; Associate Professor, 1996-2006; Chair, 2001-05; Professor, 2006-  

PATRICK B. CHEN  
Associate Professor of Mathematics  
B.S., University of Chung Yuan (Taiwan); M.S., John Carroll University; Ph.D., Case Western Reserve University  
Visiting Assistant Professor, 1984-88; Assistant Professor, 1988-91; Associate Professor, 1991-  

LAWRENCE R. CIMA  
Associate Professor of Economics  
B.S., Canisius College; Ph.D., West Virginia University  
Assistant Professor, 1971-79; Visiting Assistant Professor, 1980-83; Assistant Professor, 1983-87; Associate Professor, 1987-; Chair, 1989-94
RICHARD D. CLARK
Associate Professor of Sociology
B.A., State University of New York at Fredonia; M.A., Ph.D., State University of New York at Albany
Assistant Professor, 1995-2001; Associate Professor, 2001-

JEANNE M. COLLERAN
Professor of English
B.A., John Carroll University; M.A., Case Western Reserve University; Ph.D., The Ohio State University
Visiting Instructor, 1987-88; Assistant Professor, 1988-94; Associate Professor, 1994-2003; Chair, 1996-2003; Professor, 2003--; Director, 2005-07

GWENDOLYN COMPTON-ENGLE
Associate Professor of Classics
B.A., St. Olaf College; Ph.D., Cornell University
Assistant Professor, 2002-07; Associate Professor, 2007-

RUTH R. CONNELL
Senior Librarian
B.A., Case Western Reserve University; M.A., John Carroll University; M.L.S., McGill University
Visiting Librarian, 1996-97; Assistant Librarian, 1997-2003; Associate Librarian, 2003-09; Senior Librarian, 2009-

MICHAEL J. CROLEY
Visiting Assistant Professor of English
B.A., Western Kentucky University; M.A., Florida State University; M.F.A., University of Memphis
Visiting Assistant Professor, 2008-

LESLIE S. CURTIS
Associate Professor of Art History
B.A., Morehead State University; M.A., Bowling Green State University; Ph.D., The Ohio State University
Assistant Professor, 1995-2000; Associate Professor, 2000--; Interim Chair, 2003; Chair, 2003-07

BARTHA K. D’AMBRONIS
Professor of Mathematics
B.S., M.S., Colorado State University; Ph.D., University of Oregon
Assistant Professor, 1994-2000; Associate Professor, 2000-2005; Professor, 2005-

ANTHONY ROY DAY
Professor and Chair, Department of Physics
B.S., University of Witwatersrand (South Africa); M.S., Brown University; Ph.D., University of Pennsylvania
Professor, 2002--; Chair, 2002-

JOHN T. DAY
Professor of English; Academic Vice President
B.A., College of the Holy Cross; M.A., Ph.D., Harvard University
Academic Vice President, 2008--; Professor, 2008-

SUSAN H. DeFAGO
Associate Professor of Marketing
B.A., M.A., Ph.D., Kent State University
Instructor, 1989; Assistant Professor, 1990-95; Associate Professor, 1995-
Current Faculty

ERNEST M. DeZOLT
Associate Professor of Sociology
B.A., Ph.D., Kent State University; M.S., Eastern Kentucky University Visiting Assistant Professor, 1989-90; Assistant Professor, 1990-2003; Associate Professor, 2003-; Associate Dean, 2006-09

GREGORY A. DiLISI
Associate Professor of Education
B.S., Cornell University; M.S., Ph.D., Case Western Reserve University Visiting Assistant Professor, 1998-2001; Assistant Professor, 2001-07; Associate Professor, 2007-

DORIS K. DONNELLY
Professor of Religious Studies; Director, Cardinal Suenens Center
B.A., Manhattanville College; M.A., University of Southern California; Ph.D., Claremont Graduate School Associate Professor, 1989-92; Professor, 1992-; Director, 1998-

REBECCA E. DRENOVSKY
Assistant Professor of Biology
B.Sc., Aquinas College; Ph.D., University of California-Davis Assistant Professor, 2005-

DUANE A. DUKES
Professor of Sociology; Director, Instructional Media Services
B.A., The Ohio State University; M.A., Ph.D., Kent State University Visiting Instructor, 1977-78; Assistant Director, Begun Institute, 1979-83; Assistant Professor, 1980-85; Associate Professor, 1985-96; Chair, 1988-95, 96-97; Acting Associate Dean, 1995-96; Professor, 1996-; Director, 2002-

JEFFREY S. DYCK
Associate Professor of Physics
B.A., Goshen College; Ph.D., Case Western Reserve University Assistant Professor, 2003-09; Associate Professor, 2009-

MICHAEL ENG
Assistant Professor of Philosophy
B.A., M.A., Ph.D., Binghamton University Assistant Professor, 2009-

KENNETH N. ESLINGER
Associate Professor of Sociology
B.S., Indiana State University; M.A., Ph.D., The Ohio State University Visiting Assistant Professor, 1980-81; Assistant Professor, 1981-85; Associate Professor, 1985-; Acting Chair, 1995-96; Chair, 1997-2005

THOMAS R. EVANS
Professor of Psychology
B.S., John Carroll University; Ph.D., University of Texas Assistant Professor, 1970-75; Chair, 1970-71; Associate Professor, 1975-80; Director, Begun Institute, 1974-80; Professor, 1980-

TINA FACCA
Instructor in Marketing
B.A., M.A., Cleveland State University Instructor, 2008-
CHRISTOPHER M. FAIVER
Professor of Education; Coordinator, Community Counseling Program
B.A., Hiram College; M.A., Ph.D., Case Western Reserve University
Associate Professor, 1989-94; Coordinator, Community Counseling Program, 1989-;
Assistant Chair, 1992-94; Professor, 1994-

RUTH E. FENSKE
Associate Librarian, Grasselli Library
B.A., Willamette University; M.A., University of Wisconsin-Madison; Ph.D., University of Michigan
Associate Librarian, 1995-

LUIGI FERRI
Visiting Assistant Professor of Italian
Laurea, Università degli Studi di Urbino; Ph.D., University of Wisconsin-Madison
Visiting Assistant Professor, 2008-

MARGARET O. FINUCANE
Associate Professor of Communication; Director, Center for Service & Social Action
B.A., John Carroll University; M.A., University of Iowa; Ph.D., Kent State University
Visiting Instructor, 1998-99; Visiting Assistant Professor, 1999-2001; Assistant Professor, 2001-05; Associate Professor, 2005-;
Interim Director, 2006-08; Director, 2008-

SIMON FITZPATRICK
Assistant Professor of Philosophy
B.A., M.A., University of Nottingham; Ph.D., University of Sheffield
Assistant Professor, 2009-

THERON FORD
Assistant Professor of Education
B.A.Ed., Carroll College; M.Ed., University of Cincinnati; Ph.D., Miami University
Assistant Professor, 2004-

BRENDAN FOREMAN
Associate Professor of Mathematics and Education and Chair, Department of Education & Allied Studies
B.A., Eastern Michigan University; Ph.D., Michigan State University
Assistant Professor, 2001-07; Associate Professor, 2007-; Chair, 2008-

FREDERICK J. FUGLISTER
Associate Professor of Mathematics
B.A., Swarthmore College; M.A., Ph.D., Harvard University
Associate Professor, 1986-

YAN GAO
Assistant Professor in Management
B.A., Shanghai University of Finance; M.B.A., Ph.D., University of Texas at El Paso
Assistant Professor, 2009-

KATHERINE M. GATTO
Professor of Spanish
B.A., John Carroll University; M.A., Ph.D., Case Western Reserve University
Visiting Assistant Professor, 1975-77; Assistant Professor, 1977-80; Associate Professor, 1980-92; Acting Director, Honors Program, 1988-89; Chair, 1990-97; Professor, 1992-
## Current Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>HARRY J. GENSLER, S.J.</td>
<td>Professor of Philosophy</td>
<td>B.A., Sacred Heart Seminary; M.A., Wayne State University; M.Div., Loyola University of Chicago; M.A., Ph.D., University of Michigan; Visiting Instructor, 1970-72; Professor, 1998-</td>
</tr>
<tr>
<td>RICHARD T. GRENCI</td>
<td>Associate Professor and Chair, Department of Management, Marketing &amp; Logistics</td>
<td>B.S., M.B.A., University of Pittsburgh; Ph.D., University of Texas at Austin; Assistant Professor, 2001-07; Associate Professor, 2007-; Chair, 2008-</td>
</tr>
<tr>
<td>GERALD B. GUEST</td>
<td>Associate Professor and Chair, Department of Art History and Humanities</td>
<td>B.A., Johns Hopkins University; M.A., Ph.D., New York University; Assistant Professor, 2001-07; Associate Professor, 2007-; Chair, 2007-</td>
</tr>
<tr>
<td>KAREN L. GYGLI</td>
<td>Associate Professor of Theatre Arts; Chair, The Tim Russert Department of Communication and Theatre Arts</td>
<td>B.A., Ohio Dominican College; M.A., Ph.D., Bowling Green State University; Assistant Professor, 1990-2004; Associate Professor, 2004-; Interim Chair, 2007-08; Chair, 2008-</td>
</tr>
<tr>
<td>DWIGHT R. HAHN</td>
<td>Assistant Professor of Political Science</td>
<td>B.A., University of California-Santa Cruz; M.A., Ph.D., University of California-Riverside; Assistant Professor, 1990-</td>
</tr>
<tr>
<td>PHYLLIS BRAUDY HARRIS</td>
<td>Professor and Chair, Department of Sociology</td>
<td>B.A., Goucher College; M.S.W., University of Michigan; Ph.D., Case Western Reserve University; Assistant Professor, 1988-95; Associate Professor, 1995-2000; Professor, 2000-; Chair, 2005-</td>
</tr>
<tr>
<td>NATHAN S. HARTMAN</td>
<td>Assistant Professor of Management</td>
<td>B.S., Western Michigan University; M.B.A., Averett University; Ph.D., Virginia Commonwealth University; Instructor, 2004; Assistant Professor, 2004-</td>
</tr>
<tr>
<td>THOMAS L. HAYES</td>
<td>Assistant Professor of English</td>
<td>B.A., Saint John’s University; M.A., John Carroll University; Assistant Professor, Business Administration, 1969-70; Assistant Professor, 1970-91; Assistant Professor, English, 1991-</td>
</tr>
<tr>
<td>RICHARD D. HENDRICKSON</td>
<td>Associate Professor of Communication</td>
<td>B.S., M.A., Ph.D., Bowling Green State University; Assistant Professor, 2001-07; Associate Professor, 2007-</td>
</tr>
</tbody>
</table>
Current Faculty

AMY R. HOFFMAN  
Professor of Education  
B.A., Michigan State University;  
M.Ed., University of Cincinnati;  
Ed.D., Ball State University  
Assistant Professor, 1976-81;  
Associate Professor, 1981-87;  
Coordinator, Field Services, 1982-84; Coordinator, Teacher Education, 1985-87; Professor, 1987-; Chair, 1988-92

BRADLEY Z. HULL  
Associate Professor of Management  
B.S., University of Pennsylvania;  
M.S., Stanford University; Ph.D., Case Western Reserve University  
Visiting Assistant Professor, 2000-2001; Assistant Professor, 2001-07; Associate Professor, 2007-

ABDULRAZAQ A. IMAM  
Associate Professor of Psychology  
B.A., The American University in Cairo; M.A., Ph.D., West Virginia University  
Assistant Professor, 2002-08; Associate Professor, 2008-

JEANNE E. JENKINS  
Associate Professor of Education  
B.S., M.Ed., Edinboro University of Pennsylvania; M.S., Ph.D., Cornell University  
Assistant Professor, 1992-98; Associate Professor, 1998-

ERIN JOHNSON  
Assistant Professor of Biology  
B.S., Bowling Green State University; Ph.D., Medical College of Ohio  
Assistant Professor, 2009-

JEFFREY R. JOHANSEN  
Professor of Biology  
B.S., M.S., Ph.D., Brigham Young University  
Assistant Professor, 1988-93; Associate Professor, 1993-2000; Professor, 2000-; Chair, 2006-09

SIMRAN K. KAHI  
Associate Professor of Economics  
B.A., Punjab University (India); M.S., Ph.D., Auburn University  
Assistant Professor, 2001-07; Associate Professor, 2007-

K. JULIA KAROLLE-BERG  
Associate Professor of German  
B.A., University of Michigan-Ann Arbor; M.A., Ph.D., University of Wisconsin-Madison  
Visiting Assistant Professor, 2002-03; Assistant Professor, 2003-09; Associate Professor, 2009-

SHARON M. KAYE  
Professor of Philosophy  
B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Toronto  
Instructor, 1998; Assistant Professor, 1998-2004; Associate Professor, 2004-08; Professor, 2008-

JOSEPH F. KELLY  
Professor of Religious Studies  
B.A., Boston College; M.A., Ph.D., Fordham University  
Assistant Professor, 1972-77; Associate Professor, 1977-82; Professor, 1982-; Chair, 1985-95; 2003-07
Current Faculty

THOMAS E. KELLY
Associate Professor of Education
B.A., Amherst College; M.Ed., University of Massachusetts; Ph.D., University of Wisconsin-Madison
Assistant Professor, 1981-89; Associate Professor, 1989-

KATHLEEN S. KOBYLJANEC
Associate Librarian
B.S., John Carroll University; J.D., Cleveland State University; M.L.S., Kent State University
Assistant Librarian, 2002-04; Associate Librarian, 2004-

NANCY J. KIEFER
Visiting Instructor in Communication
B.A., M.A., Cleveland State University
Visiting Instructor, 1988-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

DANIEL P. KILBRIDE
Associate Professor and Chair, Department of History
B.A., St. Joseph’s University; M.A., Ph.D., University of Florida
Assistant Professor, 1997-2002; Associate Professor, 2002-; Chair, 2009-

ROBERT J. KOLESAR
Professor of Mathematics
B.A., M.S., Xavier University; Ph.D., Northwestern University
Instructor, 1962-65; Assistant Professor, 1965-69; 1972-74; Associate Professor, 1974-79; Chair, 1979-87; Professor, 1979-; Director, University Core Curriculum, 1996-2005

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

ROBERT J. KOLESAR
Associate Professor of History; Director, Honors Program
B.A., Boston University; M.A.T., M.A., Bridgewater State College; Ph.D., Clark University
Visiting Assistant Professor, 1989-93; Assistant Professor, 1993-98; Associate Professor, 1998-; Chair, 2001-05; Director, 2005-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREW
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREWE
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREWE
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREWE
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-

LINDA A. KOCH
Associate Professor of Art History
B.A., M.A., University of Minnesota; Ph.D., Rutgers University
Assistant Professor, 1993-99; Associate Professor, 1999-; Chair, 2000-2003

GWENDOLYN M. KINEBREWE
Associate Professor of Biology; Coordinator, Pre-Health Professions Studies
B.S., Beaver College; M.A., Ph.D., Temple University
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-; Coordinator, 2003-
Current Faculty

JAMES H. KRUKONES
Associate Professor of History;
Associate Academic Vice President
B.A., DePaul University; M.A.,
Ph.D., University of Wisconsin-Madison
Assistant Professor, 1988-91;
Associate Professor, 1991-; Chair,
1993-2001; Interim Associate Academic Vice President, 2001-02; Associate Academic Vice President, 2002-

GRACIELA LACUEVA
Professor of Physics
B.S., Universidad Central de Venezuela; M.S., Rutgers University; Ph.D., New York University
Visiting Assistant Professor, 1986-89; Assistant Professor, 1989-92; Associate Professor, 1992-97; Professor, 1997-

ANNE KUGLER
Professor of History
A.B., Bryn Mawr College; M.A.,
Indiana University; M.A., Ph.D.,
University of Michigan-Ann Arbor
Assistant Professor, 1998-2003;
Associate Professor, 2003-09; Chair, 2005-09; Professor, 2009-

DAVID KUKURZA
Visiting Instructor in Marketing
B.S.B.A., Bowling Green State University; M.B.A., Baldwin Wallace College
Visiting Instructor, 2007-

PETER KVIDER A
Associate Professor of English;
Associate Dean, College of Arts and Sciences
B.A., Loras College; M.A.,
Marquette University; Ph.D.,
University of Washington
Assistant Professor, 2002-08;
Associate Professor, 2008-; Associate Dean, 2009-

MAN LUNG (DESMOND) KWAN
Assistant Professor of Chemistry
B.S., University of South Alabama; Ph.D., University of Florida
Assistant Professor, 2001-

DAVID M. La GUARDIA
Professor of English
B.A., M.A., John Carroll University; Ph.D., Kent State University
Instructor, 1968-79; Assistant Professor, 1979-83; Associate Professor, 1983-88; Chair, 1986-96; Professor, 1988-; Director, University Core Curriculum, 1995-96; Assistant Academic Vice President, 1996-98; Associate Academic Vice President, 1998-2001; Acting Chair, Department of Art History and Humanities, 2000-2001; Interim Academic Vice President, 2001-02; Academic Vice President, 2002-08

LES LIE LANDRETH
Visiting Instructor in Education
B.A., M.A., University of Michigan
Visiting Instructor, 2008-

WILLIAM L. LANGENFUS
Associate Professor of Philosophy
B.A., Carroll College; M.A.,
Ph.D., University of Wisconsin-Madison
Assistant Professor, 1990-2000; Associate Professor, 2000-
Current Faculty

JANET D. LARSEN
Professor of Psychology
B.A., Knox College; M.A., Ph.D., Case Western Reserve University
Visiting Assistant Professor, 1984-86; Assistant Professor, 1986-90; Associate Professor, 1990-96; Professor, 1996-; Chair, 2006-

PAUL J. LAURITZEN
Professor of Religious Studies; Director, Program in Applied Ethics
B.A., M.A., University of Virginia; Ph.D., Brown University
Visiting Assistant Professor, 1985-87; Assistant Professor, 1987-91; Associate Professor, 1991-96; Professor, 1996-; Chair, 1999-2003; Director, 1999-

ANN MARIE LEE
Visiting Assistant Professor of Management
B.A., Capital University; M.T.S., Trinity Lutheran Seminary; Ph.D., Union Institute & University
Visiting Assistant Professor, 2008-

KATHLEEN LEE
Visiting Assistant Professor of Biology
B.A., University of Akron; Ph.D., University of Cincinnati
Visiting Assistant Professor, 2008-

CYNTHIA LENOX
Associate Librarian
B.A., Upsala College; M.B.A., M.L.S., Rutgers University
Assistant Librarian, 1993-99; Associate Librarian, 1999-

JAMES L. LISSEMORE
Associate Professor of Biology and Chair, Department of Biology
B.A., Rutgers University; Ph.D., University of Wisconsin-Madison
Assistant Professor, 1994-99; Associate Professor, 1999-; Chair, 2009-

BO LIU
Instructor in Art History
B.A., M.A., Jilin University; Ph.D., University of Michigan
Instructor, 2009-

SUSAN ORPETT LONG
Professor of Anthropology
B.A., University of Michigan; M.A., Ph.D., University of Illinois
Visiting Assistant Professor, 1987-89; Assistant Professor, 1989-94; Associate Professor, 1994-2000; Professor, 2000-

ENRIQUE LUENGO
Associate Professor of Spanish
B.A., Universidad de Concepción (Chile); M.A., University of Michigan; Ph.D., University of California-Los Angeles
Assistant Professor, 1995-2000; Associate Professor, 2000-

MARC P. LYNN
Associate Professor of Management
B.S., Ph.D., Cleveland State University
Visiting Assistant Professor, 1987-88; Assistant Professor, 1988-96; Associate Professor, 1996-; Director, Center for Teaching and Learning, 2001-05
Current Faculty

BRIAN K. MACASKILL
Associate Professor of English
B.A., Rhodes University (South Africa); M.A., Ph.D., University of Washington
Assistant Professor, 1988-94; Associate Professor, 1994-

ROLLAND L. MADISON
Professor of Accountancy
B.S., West Virginia Institute of Technology; M.S., Kent State University; Ph.D., University of Nebraska-Lincoln; CPA (Ohio, West Virginia)
Professor, 1983-; Chair, 1983-86; KPMG Professorship, 1998-2001

KATHLEEN M. MANNING
Associate Professor of Education and Allied Studies
B.A., Notre Dame College; M.A., John Carroll University; M.A., Kent State University; Ph.D., University of Toledo
Instructor, 1970-81; Assistant Professor, 1981-97; Chair, Department of Physical Education, 1987-95; Associate Chair, Department of Education and Allied Studies, 1995-97; Associate Professor, 1997-; Chair, Department of Education and Allied Studies, 2000-2008

MARIA N. MARSILLI
Associate Professor of History
B.A., Universidad de Tarapacá (Chile); M.A., University of California-Davis; Ph.D., Emory University
Assistant Professor, 2002-08; Associate Professor, 2008-

BETH A. MARTIN
Professor of Psychology; Interim Dean, College of Arts and Sciences
B.A., M.S., Ph.D., Purdue University
Visiting Assistant Professor, 1986-89; Assistant Professor, 1989-94; Associate Professor, 1994-2000; Professor, 2000-; Chair, 2003-05; Associate Dean, 2005-09; Interim Dean, 2009-

JAMES H. MARTIN
Professor of Marketing; Associate Dean, Boler School of Business
B.A., M.S., Ph.D., Purdue University
Assistant Professor, 1986-92; Associate Professor, 1992-99; Professor, 1999-; Interim Associate Dean, 2007; Associate Dean, 2007-

MICHAEL P. MARTIN
Associate Professor of Biology
B.S., University of Cincinnati; Ph.D., University of Wisconsin-Madison
Visiting Instructor, 2002-03; Visiting Assistant Professor, 2003; Assistant Professor, 2003-09; Associate Professor, 2009-

DAVID P. MASCOTTI
Associate Professor of Chemistry
B.S., Hope College; Ph.D., Texas A&M University
Assistant Professor, 1998-2004; Associate Professor, 2004-; Chair, 2005-09

373
Current Faculty

DAVID R. MASON  
*Professor of Religious Studies*  
B.A., University of West Virginia; S.T.B., General Theological Seminary; M.A., Ph.D., University of Chicago  
Assistant Professor, 1972-77; Associate Professor, 1977-82; Professor, 1982-

PAMELA A. MASON  
*Associate Professor of Political Science*  
B.A., University of Texas at Austin; M.A., London School of Economics and Political Science; Ph.D., University of North Carolina at Chapel Hill  
Assistant Professor, 1993-99; Associate Professor, 1999-; Director, Center for Global Education, 2000-2005

TRACY MASTERTON  
*Assistant Professor of Psychology*  
B.A., John Carroll University; M.A., Ph.D., Kent State University  
Assistant Professor, 2008-

NEVIN MAYER  
*Associate Librarian*  
B.A., M.A., John Carroll University; M.S.L.S., Case Western Reserve University  
Assistant Librarian, 1987-93; Associate Librarian, 1993-

WAYNE MAYER  
*Visiting Assistant Professor of Management and Biology*  
B.A., University of Denver; M.S., University of Washington; Ph.D., Duke University  
Visiting Assistant Professor, 2009-

JENNIFER MALIA McANDREW  
*Assistant Professor of History*  
B.S., Drexel University; M.A., Ph.D., University of Maryland, College Park  
Assistant Professor, 2008-

JOHN S. McBRATNEY  
*Professor of English*  
B.A., Dartmouth College; M.A., Ph.D., University of California-Berkeley  
Assistant Professor, 1988-94; Associate Professor, 1994-2004; Professor, 2004-

PATRICK McBRINE  
*Visiting Assistant Professor of English*  
B.A., Queens University at Kingston and University of New Brunswick; M.A., Ph.D., University of Toronto  
Visiting Assistant Professor, 2008-

JOSEPH McCLUSKEY (LTC)  
*Assistant Professor of Military Science*  
B.S., Pennsylvania State University; M.B.A., Cleveland State University  
Instructor, 2000-2002; Assistant Professor, 2002-

SHEILA E. McGINN  
*Professor of Religious Studies*  
B.A., Ph.D., Northwestern University; M.A., University of Dallas  
Assistant Professor, 1992-97; Associate Professor, 1997-2003; Professor, 2003-
JEN McWEENY
Assistant Professor of Philosophy
B.A., Colorado College; M.A., University of Hawaii at Manoa; Ph.D., University of Oregon
Instructor, 2004-06; Assistant Professor, 2006-

PHILIP J. METRES III
Associate Professor of English
B.A., College of the Holy Cross; M.A., M.F.A., Ph.D., Indiana University
Assistant Professor, 2001-07; Associate Professor, 2007-

CATHERINE MILLER
Assistant Professor of Chemistry
B.A., Knox College; Ph.D., Purdue University
Assistant Professor, 1996-

JOSEPH B. MILLER
Professor of Communication; Director, Summer Programs
B.S.S., John Carroll University; M.A., Ohio University; Ph.D., Case Western Reserve University
Instructor, 1961-68; Assistant Professor, 1968-75; Director, Summer & Inter-Term Sessions, 1971-74; Acting Chair, 1971-72; Chair, 1972-84; Associate Professor, 1975-80; Professor, 1980--; Assistant Dean, Arts and Sciences, 1984-85; Associate Dean, 1985-93, 1994-95, 1996-2006; Dean, The Graduate School, 1993-94, 1995-96; Coordinator of Research, 1993-94, 1995-96; Acting Chair, Department of Physics, 2000-2002; Acting Chair, Department of Philosophy, 2005; Director, 2006-

MARCELLA D. MILOTA
Senior Librarian, Grasselli Library
B.A., Ursuline College; M.A., John Carroll University; M.S.L.S., Case Western Reserve University

PATRICK J. MOONEY
Assistant Professor of Philosophy
B.A., Carroll College; M.A., Ph.D., University of Wisconsin-Madison
Instructor, 1995-96; Assistant Professor, 1996-

SCOTT B. MOORE
Assistant Professor of Finance
B.S., Ball State University; Ph.D., University of Kentucky
Assistant Professor, 1986-

MARYCLAIRE MORONEY
Associate Professor of English
B.A., College of William and Mary; M.A., Ph.D., Harvard University
Assistant Professor, 1991-97; Associate Professor, 1997-

ANNIE MOSES
Assistant Professor of Education
B.A., University of Notre Dame; Ph.D., Michigan State University
Assistant Professor, 2009-
HELEN M. MURPHY
Professor of Psychology
B.S., Notre Dame College; M.S.,
John Carroll University; Ph.D.,
Illinois Institute of Technology
Assistant Professor, 1969-74;
Associate Professor, 1974-79;
Professor, 1979-

PAUL R. MURPHY Jr.
Professor of Marketing
B.A., University of Notre Dame;
M.B.A., Ph.D., University of
Maryland
Assistant Professor, 1987-91;
Associate Professor, 1991-96;
Professor, 1996-; Standard
Products-Reid Professor, 1998-2001

PAUL V. MURPHY
John G. and Mary Jane Breen
Chair in Catholic Studies;
Associate Professor of History;
Director, Institute of Catholic
Studies
B.A., Fairfield University; M.A.,
Loyola University Chicago;
M.Div., Weston School of
Theology; Ph.D., University of
Toronto
Associate Professor, 2005-; Breen
Chair, 2005-; Director, 2005-

ALBERT L. NAGY
Professor of Accountancy
B.S.B.A., Bowling Green State
University; M.Acc., Ph.D.,
University of Tennessee; CPA
(Ohio)
Assistant Professor, 1999-2004;
Associate Professor, 2004-09;
Professor, 2009-

KEIKO NAKANO
Visiting Instructor in Japanese
B.A., Tsuda College (Japan);
M.A., John Carroll University
Visiting Instructor, 1991-96; 1998-

FRANK J. NAVRATIL
Professor of Economics and
Finance
B.S., Iowa State University; M.A.,
Ph.D., University of Notre Dame
Assistant Professor, 1973-78;
Chair, 1975-85; Associate
Professor, 1978-84; Professor,
1984-; Dean, Bolier School of
Business, 1985-2005

THOMAS R. NEVIN
Professor of Classical Studies
B.A., University of Colorado;
M.A., Ph.D., University of
Wisconsin-Madison
Visiting Assistant Professor,
1980-85; Assistant Professor,
1985-88; Director, Honors
Program, 1985-90; Associate
Professor, 1988-95; Professor,
1995-

MICHAEL A. NICHOLS
Associate Professor of Chemistry
B.S., Clarion University of
Pennsylvania; Ph.D., Duke
University
Assistant Professor, 1994-2000;
Associate Professor, 2000-

ROBERT L. NIEHOFF, S.J.
President of the University
B.A., Gonzaga University;
M.Div., S.T.M., Jesuit School of
Theology at Berkeley; M.B.A.,
University of Washington; Ph.D.,
Gonzaga University
President, 2005-

PAUL K. NIETUPSKI
Professor of Religious Studies
B.A., University of
Massachusetts; M.A., University
of Washington; M.Phil., Ph.D.,
Columbia University
Assistant Professor, 1993-99;
Associate Professor, 1999-2008;
Professor, 2008-
Current Faculty

TAMBA NLANDU
Associate Professor of Philosophy
B.A., University of Lubumbashi (D.R. Congo); Ph.D., Tulane University
Assistant Professor, 2000-2006; Associate Professor, 2006-

DOUGLAS A. NORRIS
Associate Professor of Mathematics and Chair, Department of Mathematics and Computer Science
B.S., Adrian College; M.S., Ph.D., University of Notre Dame
Assistant Professor, 1983-90; Associate Professor, 1990-; Chair, 2003-

JOAN M. NUTH
Associate Professor of Religious Studies; Director, Ignatian Spirituality Institute
B.A., Neumann College; M.Div., Weston School of Theology; Ph.D., Boston College
Instructor, 1987; Assistant Professor, 1988-93; Associate Professor, 1993-; Director, 2003-

MARIANA J. ORTEGA
Don Shula Chair; Professor of Philosophy
B.A., Scripps College; M.A., Ph.D., University of California-San Diego
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-07; Professor, 2007-; Shula Chair, 2008-

THOMAS PACE
Assistant Professor of English
B.A., M.A., University of Louisville; Ph.D., Miami University
Instructor, 2002-03; Assistant Professor, 2003-

DANIEL W. PALMER
Professor of Computer Science
B.S., State University of New York at Albany; M.S., Ph.D., University of North Carolina at Chapel Hill
Instructor, 1995-96; Assistant Professor, 1996-2001; Associate Professor, 2001-06; Professor, 2006-

ERIC PATTERSON (LTC.)
Professor and Chair, Department of Military Science
B.S., United States Military Academy at West Point; M.S., Naval Postgraduate School
Professor, 2007-

MINDY J. PEDEN
Associate Professor of Political Science; Associate Dean, College of Arts and Sciences
B.A., University of Massachusetts, Amherst; M.A., Ph.D., Cornell University
Assistant Professor, 2003-09; Associate Professor, 2009-; Associate Dean, 2009-

MARTHA PERSZLENYI-PINTER
Associate Professor of French and Chair, Department of Classical and Modern Languages and Cultures
B.A., Cleveland State University; M.A., Ph.D., The Ohio State University
Assistant Professor, 1991-2005; Associate Professor, 2005-; Chair, 2009-

ANTONIO PÉREZ-ROMERO
Associate Professor of Spanish
B.A., M.A., Ph.D., University of Toronto
Assistant Professor, 1992-98; Associate Professor, 1998-
NAVEED K. PIRACHA  
Assistant Professor of Physics  
M.S., M.Phil., Ph.D., Quaid-I-Azam University (Pakistan)  
Visiting Assistant Professor, 2002-04; Assistant Professor, 2004-  

GARY E. PORTER  
Associate Professor of Finance  
B.S., University of Florida; Ph.D., University of South Carolina  
Assistant Professor, 2000-2006; Associate Professor, 2006-  

ROGER W. PURDY  
Associate Professor of History  
B.A., M.L.S., Brigham Young University; Ph.D., University of California-Santa Barbara  
Assistant Professor, 1988-93; Associate Professor, 1993-  

DAVID W. RAINEY  
Professor of Psychology  
B.A., Ohio University; M.A., University of Denver; Ph.D., The Ohio State University  
Assistant Professor, 1984-88; Associate Professor, 1988-97; Professor, 1997-  

JOHN L. RAUSCH  
Associate Professor of Education  
B.S., M.Ed., Ph.D., Kent State University  
Assistant Professor, 2001-07; Associate Professor, 2007-  

MARVIN N. RICHARDS III  
Associate Professor of French  
B.A., Louisiana State University; M.A., Ph.D., Cornell University  
Assistant Professor, 1993-99; Associate Professor, 1999-  

CHRIS R. ROARK  
Associate Professor of English  
B.A., Lafayette College; M.A., Ph.D., State University of New York at Buffalo  
Assistant Professor, 1990-96; Associate Professor, 1996--; Chair, 2003-07  

DAVID W. ROBSON  
Professor of History  
B.A., University of Florida; M.Phil., Ph.D., Yale University  
Assistant Professor, 1984-86; Chair, 1985-93; Associate Professor, 1986-93; Professor, 1993-  

CATHERINE A. ROSEMARY  
Professor of Education; Director, Literacy Specialist Program  
B.S., University of Delaware; M.S., Marywood College; Ph.D., University of Virginia  
Assistant Professor, 1997-2002; Associate Professor, 2002-08; Director, 2002--; Professor, 2008-  

DEBRA J. ROSENTHAL  
Associate Professor of English  
B.A., University of Pennsylvania; M.A., Ph.D., Princeton University  
Assistant Professor, 1998-2004; Associate Professor, 2004-  

KATHLEEN A. ROSKOS  
Professor of Education  
B.S.Ed., University of Wisconsin-Stevens Point; M.S.Ed., University of Wisconsin-Milwaukee; Ph.D., Kent State University  
Assistant Professor, 1987-92; Associate Professor, 1992-96; Chair, 1992-2000; Professor, 1996-
Current Faculty

FRANCIS X. RYAN, S.J.
Assistant Professor and Chair,
Department of English
B.A., Saint Louis University;
B.Div., Milltown Institute of
Philosophy and Theology-Dublin;
M.Th., University of London;
M.St., D.Phil., University of
Oxford
Instructor, 1997-99;
Assistant Professor, 1999-;
Chair, 2007-

GÉRALD J. SABO, S.J.
Associate Professor of Slavic
Languages
B.A., Fairfield University;
M.Div., Weston School of
Theology; M.Phil., Ph.D., Yale
University
Assistant Professor, 1981-89;
Associate Professor, 1989-

HÉLÈNE N. SANKO
Professor of French
Certificats de Licence ès Lettres
in French, Russian literature,
Romance and Slavic philology,
phonetics and linguistics,
Sorbonne; Diploma, École
Nationale des Langues Orientales
Vivantes (France); M.A., Ph.D.,
Case Western Reserve University
Instructor, 1963-67; Assistant
Professor, 1968-73; Associate
Professor, 1973-93; Professor, 1993-

NICHOLAS R. SANTILLI
Associate Professor of
Psychology; Associate Academic
Vice President for Planning and
Assessment
B.A., M.Ed., University of
Toledo; Ph.D., The Catholic
University of America
Visiting Assistant Professor,
1989-92; Assistant Professor,
1992-98; Chair, 1995-2003;
Associate Professor, 1998-;
Director, 2004-07; Associate
Academic Vice President, 2007-

ZEKI SARITOPRAK
Bediuzzaman Said Nursi Chair in
Islamic Studies; Associate
Professor of Religious Studies
B.A., M.A., Ph.D., The University
of Marmara (Turkey)
Visiting Assistant Professor,
2002-03; Assistant Professor,
2003-07; Nursi Chair, 2003-;
Associate Professor, 2007-

DAVID C. SCHIRM
Professor of Finance
B.A., Thiel College; M.A., Duke
University; Ph.D., Pennsylvania
State University
Assistant Professor, 1984-89;
Associate Professor, 1989-2004;
Chair, 1999-2000; 2002-06;
Professor, 2004-

JACQUELINE J. SCHMIDT
Professor of Communication
B.A., Macalester College;
M.A., Ph.D., University of Iowa
Assistant Professor, 1973-78;
Associate Professor, 1978-2000;
Chair, 1984-99; Professor, 2000-

379
Current Faculty

LEO J. SCHNEIDER
Professor of Mathematics
B.S., M.S., Xavier University; Ph.D., Case Western Reserve
University
Instructor, 1963-69; Assistant Professor, 1971-74; Chair, 1971-79; Associate Professor, 1974-79; Professor, 1979-

THOMAS L. SCHUBECK, S.J.
Professor of Religious Studies
B.A., Loyola University of Chicago; M.S., University of Detroit; M.A., Bellarmine School of Theology; Ph.D., University of Southern California
Assistant Professor, 1989-94; Associate Professor, 1994-2001; Chair, 1995-99; Professor, 2001-

KAREN SCHUELE
Associate Professor of Accountancy; Dean, Boler School of Business
B.S., Case Western Reserve University; M.P.A., University of Texas; Ph.D., Kent State University; CPA (Ohio)
Visiting Instructor, 1984-86; 89-91; Assistant Professor, 1991-2000; Associate Professor, 2000-; Interim Associate Dean, 2005-07; Acting Dean, 2007; Dean, 2007-

LARRY M. SCHWAB
Professor of Political Science
B.A., Bowling Green State University; M.A., University of Wisconsin-Madison; Ph.D., Case Western Reserve University
Visiting Assistant Professor, 1976-77; Assistant Professor, 1977-80; Associate Professor, 1980-85; Professor, 1985-; Chair, 1993-2001

LINDA M. SEITER
Associate Professor of Computer Science
B.S., M.S. Ph.D., Northeastern University
Assistant Professor, 2003-09; Associate Professor, 2009-

MICHAEL P. SETTER
Assistant Professor of Chemistry and Chair, Department of Chemistry
B.S., Rose-Hulman Institute of Technology; Ph.D., Arizona State University
Visiting Assistant Professor, 1999-2000; Assistant Professor, 2000-; Chair, 2009-

YI SHANG
Instructor in Education
B.A., Beijing (Peking) University; M.A., Boston University; M.A., Boston College
Instructor, 2009-

CHRISTOPHER A. SHEIL
Associate Professor of Biology
B.Sc., Ph.D., University of Kansas
Assistant Professor, 2003-2008; Associate Professor, 2008-

PAUL L. SHICK
Professor of Mathematics
B.S., John Carroll University; M.S., Ph.D., Northwestern University
Assistant Professor, 1985-90; Associate Professor, 1990-2000; Professor, 2000-

LISA M. SHOAF
Assistant Professor of Education
B.S., The Ohio State University; M.Ed., Ph.D., Kent State University
Assistant Professor, 2002-
Current Faculty

THOMAS SHORT
Professor of Mathematics
B.S., John Carroll University;
M.S., Ph.D., Carnegie Mellon
University
Professor, 2008-

DAVID SHUTKIN
Associate Professor of Education
B.A., M.A., Ph.D., University of
Wisconsin-Madison
Assistant Professor, 2000-2005;
Associate Professor, 2005-

CLAUDIA M. SILVY
Visiting Instructor in Spanish
B.A., Universidad Femenina del
Sagrado Corazón; M.A., Bowling
Green State University
Visiting Instructor, 2007-

WALTER O. SIMMONS
Professor and Chair, Department
of Economics and Finance
B.S., Oakwood College; M.S.,
Ph.D., Wayne State University
Visiting Assistant Professor,
1995-98; Assistant Professor,
1998-2004; Associate Professor,
2004--; Chair, 2006--; Professor,
2009-

REV. GEORGE SMIGA
Visiting Professor, and Walter
and Mary Tuohy Chair of
Interreligious Studies
B.A., Borromeo College; M.Div.,
St. Mary Seminary; S.T.D., S.T.L.
Pontifical Gregorian University
Visiting Professor, 2009--; Chair,
2009-

JONATHAN E. SMITH
Professor of Management; Vice
President and Executive Assistant
to the President
B.A., Wofford College; M.S.,
Ph.D., University of Georgia;
M.Div., Emory University
Assistant Professor, 1985-89;
Associate Professor, 1989-94;
Professor, 1994--; Chair, 2002-07;
Executive Assistant, 2007--; Vice
President, 2008-

ANDREAS SOBISCH
Associate Professor of Political
Science; Director, Center for
Global Education
B.S., Georgia College; M.A.,
Ph.D., Emory University
Assistant Professor, 1990-98;
Associate Professor, 1998--;
Director, 2005-

JEANNE SOMERS
Director, Grasselli Library
B.A., College of Mount Saint
Joseph; M.L.S., M.P.A., Ph.D.,
Kent State University
Director, 2005-

JOHN C. SOPER
John J. Kahl Sr. Chair in
Entrepreneurship; Professor of
Economics
B.A., Tufts University; M.A.,
Ph.D., University of
Massachusetts
Associate Professor, 1982-86; Co-
Director, Cleveland Center for
Economic Education, 1982-89;
Professor, 1986--; Kahl Chair,
2004-
Current Faculty

JOHN R. SPENCER
Professor and Chair, Department of Religious Studies
B.S., University of California-Berkeley; B.D., M.A., Pacific School of Religion; M.A., Ph.D., University of Chicago
Assistant Professor, 1977-83; Associate Professor, 1983-99; Director, Honors Program, 1990-2005; Professor, 1999-; Interim Chair, 2007-08; Chair, 2008-

DAVID L. STENSON
Associate Professor of Mathematics
B.S., John Carroll University; M.A., Ph.D., University of Massachusetts
Assistant Professor, 1972-77; Associate Professor, 1977-

CARL R. SPITZNAGEL
Professor of Mathematics
B.A., College of the Holy Cross; M.S., Ph.D., University of Kentucky
Assistant Professor, 1972-77; Associate Professor, 1977-90; Chair, 1987-95; Professor, 1990-

ALAN R. STEPHENSON
Professor of Communication
B.A., M.A., State University of New York at Albany; Ph.D., The Ohio State University
Associate Professor, 1985-2002; Professor, 2002-

EARL W. SPURGIN
Professor of Philosophy
B.A., M.A., University of Oklahoma; Ph.D., University of North Carolina at Chapel Hill
Assistant Professor, 1995-2001; Associate Professor, 2001-06; Professor, 2006-; Chair, 2008-

ELIZABETH A. STILES
Associate Professor of Political Science; Director, Non-profit Administration Program
B.A., University of North Carolina at Chapel Hill; M.P.A., North Carolina State University; Ph.D., Emory University
Instructor, 2001-02; Assistant Professor, 2002-07; Associate Professor, 2007-; Director, 2008-

SARA STASHOWER
Visiting Instructor in Communication
B.A., Macalester College; M.Ed., Harvard University
Visiting Instructor, 2008-

MARK G. STORZ
Associate Professor of Education; Associate Dean for Graduate Studies, College of Arts and Sciences
B.A., Manhattan College; M.S., Syracuse University; M.A., Eastern Michigan University; Ph.D., Cleveland State University
Assistant Professor, 1998-2004; Associate Professor, 2004-; Associate Dean, 2008-

JAYME STAYER, S.J.
Visiting Assistant Professor of English
B.A., The University of Notre Dame; M.A., Ph.D., The University of Toledo
Visiting Assistant Professor, 2008-
ELIZABETH v. SWENSON
Professor of Psychology
B.S., Tufts University; M.A.,
Ph.D., Case Western Reserve
University; J.D., Cleveland State
University
Assistant Professor, 1976-89;
Chair, 1978-86; Associate
Professor, 1980-85; Professor,
1985-; Dean, Student Career
Development, 1989-96

DIANNA TAYLOR
Associate Professor and Chair,
Department of Philosophy
B.S.B.A., Appalachian State
University; M.A., University of
Cincinnati; Ph.D., State
University of New York at
Binghamton
Assistant Professor, 2001-07;
Associate Professor, 2007-;
Interim Chair, 2007-09; Chair,
2009-

NANCY P. TAYLOR
Assistant Professor of Education
B.A., St. Joseph College; M.A.,
Marquette University; Ph.D., Kent
State University
Assistant Professor, 2000-

PEIFANG TIAN
Assistant Professor of Physics
B.S., M.S., Tsinghua University
(Beijing, China); Ph.D., Princeton
University
Assistant Professor, 2009-

EDWARD TOMLINSON
Associate Professor of
Management
B.A., Virginia Military Institute;
M.B.A., Lynchburg College in
Virginia; M.L.H.R., The Ohio
State University; Ph.D., The Ohio
State University
Assistant Professor, 2004-09;
Associate Professor, 2009-

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 Professor,
1989-94

SARAH VAN SLETTE
Assistant Professor of
Communication
B.A., Saint Louis University;
M.A., Ph.D., Purdue University
Assistant Professor, 2006-

GLORIA VAQUERA
Assistant Professor of Sociology
B.A., Western Michigan
University; M.A., Ph.D.,
University of New Mexico
Assistant Professor, 2004-

KEVIN WALLACE (LTC)
Assistant Professor of Military
Science
B.A., Cleveland State University;
M.A., University of Phoenix
Assistant Professor, 2009-

MARK J. WANER
Associate Professor of Chemistry;
Director, Center for Faculty
Teaching and Learning
B.S., John Carroll University;
M.S., Ph.D., Michigan State
University
Assistant Professor, 1999-2008;
Associate Professor, 2008-;
Director, 2009-
Current Faculty

CHARLES A. WATTS
Professor of Management;
Standard Products-Reid Chair
B.S.B.A., M.B.A., Bowling Green
State University; D.B.A., Indiana
University
Visiting Associate Professor,
1996-97; Associate Professor,
1997-2001; Professor, 2001-;
Standard Products-Reid Chair,
2001-

MARIAH WEBINGER
Assistant Professor in 
Accountancy
B.S.B.A., M.Ac., University of 
Nebraska at Omaha; Ph.D., 
University of Nebraska-Lincoln
Assistant Professor, 2009-

MARY WEEMS
Assistant Professor of Education
B.A., M.A., Cleveland State 
University; Ph.D., University of 
Illinois, Urbana-Champaign
Visiting Assistant Professor,
2007-08; Assistant Professor,
2008-

GERALD P. WEINSTEIN
Professor and Chair, Department 
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-

PATTI WEISS
Visiting Instructor in Accountancy
B.B.A., M.B.A., Cleveland State 
University
Visiting Instructor, 2008-

ANDREW M. WELKI
Associate Professor of Economics
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

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
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
B.A., Georgetown University;
M.A., Cleveland State University;
Ph.D., University of Ottawa
Visiting Assistant Professor,
1983-86; Assistant Professor,
1987-92; Associate Professor,
1992-2004; Chair, 1997-2003;
Shula Chair, 2004-08; Professor,
2005-

CHARLES E. WOOD
Senior Librarian
B.A., M.A., John Carroll 
University; M.S.L.S., Case 
Western Reserve University
Assistant Librarian, 1976-85;
Associate Librarian, 1985-94;
Senior Librarian, 1994-
Current Faculty

JOHN H. YOST
Associate Professor of Psychology
B.A., Temple University; M.A.,
Ph.D., Washington University
Assistant Professor, 1995-2001;
Associate Professor, 2001-

SHERI D. YOUNG
Assistant Professor of Psychology
B.S., Youngstown State
University; M.A., Ph.D., Case
Western Reserve University
Assistant Professor, 1995-

JIE ZHANG
Associate Librarian
B.A., Chongqing University
(China); M.A., M.Int’l. Mng.,
Whitworth College; M.S.,
University of North Texas
Assistant Librarian, 1998-2004;
Associate Librarian, 2004-

JEN ZIEMKE
Assistant Professor of Political Science
B.A., University of Michigan;
M.A., Ph.D., University of
Wisconsin-Madison
Assistant Professor, 2008-

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, The
Graduate School, 1999-2001;
Interim Dean, Boler School of Business, 2005-06

********

In Memoriam

We remember John Carroll faculty who passed away while serving the University since the publication of the 2007-09 Undergraduate Bulletin.

WILLIAM J. CENKER
Professor of Accountancy;
Coordinator, Graduate Accountancy Programs
B.A., The University of Akron;
M.S., Ph.D., Kent State University;
CPA (Ohio)
Assistant Professor, 1987-93;
Associate Professor, 1993-99;
Chair, 1994-2001; Professor,
1999-2008; KPMG Professorship,
2001-03

MILES M. COBURN
Professor of Biology
B.S., University of Notre Dame;
M.S., John Carroll University;
Ph.D., The Ohio State University
Visiting Assistant Professor, 1982-86; Assistant Professor, 1986-90;
Associate Professor, 1990-98;
Chair, 1994-2002; Professor,
1998-2008

385
Adjunct Faculty and Lecturers

Adjunct Faculty

(Rev.) GERALD BEDNAR
Adjunct Professor of Philosophy
Ph.D., Fordham University

JOHN BURKE
Adjunct Associate Professor of
Economics
Ph.D., University of Notre Dame

(Rev.) DONALD B. COZZENS
Adjunct Professor of Religious Studies
Ph.D., Kent State University

(Rev.) THOMAS M. DRAGGA
Adjunct Associate Professor of Religious Studies
M.Div., St. Mary Seminary; D. Min., United Theological Seminary

(Rev.) DONALD H. DUNSON
Adjunct Assistant Professor of Religious Studies
Ph.D., Catholic University of Louvain

(Rev.) DAMIAN FERENCE
Adjunct Instructor in Religious Studies
M.A., M.Div., St. Mary Seminary

RICHARD L. HANSLER
Adjunct Professor of Physics
Ph.D., The Ohio State University

MARK KRIEGER
Adjunct Instructor in Communication
M.A., Cleveland State University

(Rev.) JOHN LOYA
Adjunct Instructor in Religious Studies
M.Div., St. Mary Seminary

(Rev.) ROBERT LOUIS McCREARY, O.F.M. Cap.
Adjunct Instructor in Philosophy
Th.D., Gregorian University

(Rev.) CHARLES McELROY, O.F.M. Cap.
Adjunct Assistant Professor of Religious Studies
M.A., M.Div., Washington Theological Union

DONALD J. McPHILLIPS
Adjunct Assistant Professor of Physical Education and Exercise Science
M.S., Ohio University

GIUSEPPINA MILETI
Adjunct Instructor in Italian
M.A., Università degli Studi di Bari

KEITH B. NAGY
Adjunct Assistant Professor of Communication
M.F.A., Ohio University

ROBERT T. NOLL
Adjunct Instructor in Communication
M.A., Ohio University

(V. Rev.) ANTHONY M. PILLA
Adjunct Associate Professor of Religious Studies
M.A., John Carroll 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

LAWRENCE TOSCO, C.S.J.
Adjunct Assistant Professor of Religious Studies
S.S.D., Pontifical Biblical Institute

FAITH WHITWORTH
Adjunct Instructor in Chemistry
M.A.T., Kent State University
Lecturers Spring 2009

JOHN ALVORD, J.D.
Sociology

GERALD ANDERSON, Ph.D.
Economics and Finance

LAURA ANFANG, M.Ed.
Education and Allied Studies

GAIL ARNOFF, M.A.
English

OLIVIA AUTIERI, M.A.
Classical and Modern Languages

ANTHONY AVENI, M.B.A./CFA
Economics and Finance

ELIE BARBARI, M.A.
Economics and Finance

Management, Marketing and Logistics

SUSAN BARKETT, M.A.
Classical and Modern Languages

RAFFAELLA BARNES, M.A.
Classical and Modern Languages

GREG BASSETT, Ph.D.
Philosophy

KERRY BEBIE, M.Ed.
Education and Allied Studies

VINCENT BENANDER, M.S.
Mathematics and Computer Science

MORTON BIEL, M.A.
Education and Allied Studies

ALLA BOGOMOLNAYA, M.A.
Mathematics and Computer Science

TRACEY BONFIELD, Ph.D.
Biology

WILLIAM BORDEN, M.A.
Management, Marketing and Logistics

JUDITH BRENNEKE, Ph.D.
Economics and Finance

CHARLES BRITTEN, M.B.A.
Accountancy

KAREN BROER, Ph.D.
Education and Allied Studies

YVONNE BRUCE, Ph.D.
English

SANDRA BUCKLES, M.S.
Biology

DAVID BÜHROW, M.A.
Religious Studies

BARBARA BURGESS-VAN AKEN
English

JENNIFER BURKE, J.D.
Political Science

LISA BURROUGHS, B.A.
Communication and Theatre Arts

ELEANORE CALLAHAN, M.Ed.
Education and Allied Studies

CHRISTINA CALLOS, M.A.
Psychology

STEPHEN CANFIELD, M.A.
English

ROSEANN CANFORA, Ph.D.
Communication and Theatre Arts

PAUL CANIS, Ph.D.
Philosophy

IAN CARLSTROM, Ph.D.
Philosophy

NANCY CARSTENSEN, Ph.D.
Art History

SUSAN CARVER, Ph.D.
Sociology

MAN-LIH CHAI, M.A.
Classical and Modern Languages

CHERYL ANN CHASE-CARMICHAEL, Ph.D.
Psychology

CAROLINE CHESEBROUGH, Ph.D.
Education and Allied Studies

LINDA COHEN, M.A.
Education and Allied Studies

MARY-MICHELLE COLEMAN, J.D.
Communication and Theatre Arts

RONALD COLONNA, M.S.
Education and Allied Studies

JAMES COSTANZA, Ed.D.
Education and Allied Studies

DONALD DAILEY, B.S.B.A./CPA
Accountancy

DAVID DAVIS, M.A.
Communication and Theatre Arts

PATRICIA DAWSON, M.B.A.
Management, Marketing and Logistics

ELIZABETH DAY, M.A.
Psychology

MONA DeBAZ, M.A.
Political Science

CARL DEBOLT
Education and Allied Studies
<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Dister, S.J., Ph.D.</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Paul Ditchey, M.A.</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>Sven Dubie, Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>James Duffy, M.S.</td>
<td>Management, Marketing and Logistics</td>
</tr>
<tr>
<td>Nancy Dukes, M.A.</td>
<td>Sociology</td>
</tr>
<tr>
<td>Susan Kay Dunlap, Ph.D.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Colette Epple, M.F.A.</td>
<td>English</td>
</tr>
<tr>
<td>Joanne Friedman, M.A.</td>
<td>English</td>
</tr>
<tr>
<td>Julie Friedman, M.F.A.</td>
<td>Art History</td>
</tr>
<tr>
<td>Martin Friedman, Ph.D.</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>Frank Fulco, M.B.A.</td>
<td>Management, Marketing and Logistics</td>
</tr>
<tr>
<td>Barbara Garson-Braberman, Ph.D.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Frank Gonet, M.B.A.</td>
<td>Management, Marketing and Logistics</td>
</tr>
<tr>
<td>Otis Gooden, M.A.</td>
<td>Economics and Finance</td>
</tr>
<tr>
<td>George Goodrich, B.S.B.A./CPA</td>
<td>Accountancy</td>
</tr>
<tr>
<td>Barbara Grano, M.B.A.</td>
<td>Management, Marketing and Logistics</td>
</tr>
<tr>
<td>Richard Hagen, M.Ed.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>John Hannon, M.A.</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>James Hansen, M.A.</td>
<td>Management, Marketing, and Logistics</td>
</tr>
<tr>
<td>Jane Harris, M.Ed.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Dawn Harsch, Ph.D.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>P. William Head, M.A.</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Gerald Heckler, D.C.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>David Helsel, Ph.D.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Katherine Henley, M.S.</td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td>Juan Hernandez, J.D.</td>
<td>Sociology</td>
</tr>
<tr>
<td>Cari Hickerson, M.S.</td>
<td>Biology</td>
</tr>
<tr>
<td>Elaine Hocevar, M.A.</td>
<td>Sociology</td>
</tr>
<tr>
<td>Adam Iarussi, M.S.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Nancy Islambouli, M.A.</td>
<td>History</td>
</tr>
<tr>
<td>Susan Katz, M.Ed.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Cat Kenney, M.F.A.</td>
<td>Communications</td>
</tr>
<tr>
<td>Sean Kessler, Ph.D.</td>
<td>Biology</td>
</tr>
<tr>
<td>Erin Killeen, M.Ed.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Nancy Kitay, B.S.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Lucy Kulgago, M.S.</td>
<td>Physics</td>
</tr>
<tr>
<td>Cari Love, M.A.</td>
<td>English</td>
</tr>
<tr>
<td>Lawrence Marks, M.A.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Robert Marrone, Ph.D.</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Sean Martin, Ph.D.</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Orin Marvin, B.S.</td>
<td>Management, Marketing and Logistics</td>
</tr>
<tr>
<td>John Massinen, B.A.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Joseph Mastromatteo, M.S.</td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td>Jason Mayausky, M.B.A./CPA</td>
<td>Accountancy</td>
</tr>
<tr>
<td>Ann McCarthy, M.A.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Laura McCaskey, M.B.A.</td>
<td>Management, Marketing and Logistics</td>
</tr>
<tr>
<td>Valerie McGowan-Doyle, Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Rosarene Melton, M.Ed.</td>
<td>Education and Allied Studies</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>JAMES MENKHAUS</td>
<td>M.A.</td>
</tr>
<tr>
<td>ANDREI MENTSCHUKOFF</td>
<td>A.B.</td>
</tr>
<tr>
<td>JOHN MINARICH</td>
<td>M.B.A.</td>
</tr>
<tr>
<td>PAUL MINNILLO</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>ANDREA MITCHELL</td>
<td>M.A.</td>
</tr>
<tr>
<td>JERRY MORENO</td>
<td>M.S.</td>
</tr>
<tr>
<td>SARAH MORTON</td>
<td>M.A.</td>
</tr>
<tr>
<td>JAMES MURPHY</td>
<td>M.A.</td>
</tr>
<tr>
<td>JAY MURPHY</td>
<td>M.A.</td>
</tr>
<tr>
<td>JINO MWAKA</td>
<td>A.B.D.</td>
</tr>
<tr>
<td>DARLENE NELSON</td>
<td>M.A.</td>
</tr>
<tr>
<td>ROSEMARY NEMETH</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>JACK NETTIS</td>
<td>M.B.A.</td>
</tr>
<tr>
<td>JOHN NORRIS</td>
<td></td>
</tr>
<tr>
<td>JOSEPH NUNNEY</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>STEPHEN OSTRACH</td>
<td>J.D.</td>
</tr>
<tr>
<td>PHYLLIS PAE</td>
<td>M.A.</td>
</tr>
<tr>
<td>PAUL PAHORESKY</td>
<td>M.B.A.</td>
</tr>
<tr>
<td>CHARLES PALMERI</td>
<td>J.D.</td>
</tr>
<tr>
<td>JOHN PATTON</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>CAROL PAULL</td>
<td>M.S.</td>
</tr>
<tr>
<td>LUIGI PECORARO</td>
<td>M.B.A.</td>
</tr>
<tr>
<td>KATHLEEN PETERS</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>BARBARA PFENDER</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>MARIA PIPITONE</td>
<td>M.A.</td>
</tr>
<tr>
<td>ANTHONY PODOJIL</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>ANDREW POLlick</td>
<td>M.B.A.</td>
</tr>
<tr>
<td>BARBARA RAYMOND</td>
<td>M.S.</td>
</tr>
<tr>
<td>JAMES REED</td>
<td>M.A.</td>
</tr>
<tr>
<td>LISA ROBERTSON</td>
<td>M.A.</td>
</tr>
<tr>
<td>AMY ROCK</td>
<td>M.A.</td>
</tr>
<tr>
<td>SOPHIE ROMACK</td>
<td>M.S.O.D.A.</td>
</tr>
<tr>
<td>JOHN ROPAR</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>HARVEY ROSEN</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>DONNA RUMENIK</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>W. FRANCIS RYAN</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>CYNTHIA SABIK</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>ROLANDO SANTOS</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>MELANIE SCHERER</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>SARA SCHIAVONI</td>
<td>M.A.</td>
</tr>
<tr>
<td>PRABHAT SHARMA</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>KEVIN SNAPÈ</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>STEPHEN SPENCE</td>
<td>B.A.</td>
</tr>
<tr>
<td>SIDNEY SPENCER</td>
<td>M.B.A.</td>
</tr>
<tr>
<td>PAUL SPICUZZA</td>
<td>B.S.B.A.</td>
</tr>
<tr>
<td>LINDSEY STEPHANS</td>
<td>M.A.</td>
</tr>
<tr>
<td>MARIA STEWART</td>
<td>M.A.</td>
</tr>
<tr>
<td>BARI STITH</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

389
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Department/Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZITA STUNGYS, M.A.</td>
<td>Classical and Modern Languages</td>
<td></td>
</tr>
<tr>
<td>ANDREW STYPINSKI, Ph.D.</td>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>LES ZEKELEY, M.A.</td>
<td>Communication &amp; Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>ANTOINETTE TARTAGLIA, M.A.</td>
<td>Classical and Modern Languages</td>
<td></td>
</tr>
<tr>
<td>GEORGE TAWADROS, Ph.D.</td>
<td>Economics &amp; Finance</td>
<td></td>
</tr>
<tr>
<td>MARY ANN TEITELBAUM, Ph.D.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>HAKEEM THORNTON, M.B.A.</td>
<td>Management, Marketing and Logistics</td>
<td></td>
</tr>
<tr>
<td>CLARA THURNER, M.A.</td>
<td>Classical and Modern Languages</td>
<td></td>
</tr>
<tr>
<td>THOMAS TOOHIG, B.A.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>LUZ TOLEDANO, M.A.</td>
<td>Classical and Modern Languages</td>
<td></td>
</tr>
<tr>
<td>ROBERT TOROK, M.B.A./CPA</td>
<td>Accountancy</td>
<td></td>
</tr>
<tr>
<td>JILL TRACE, M.Ed.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>ANDREW TREW, J.D.</td>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>BRANDON TUPAZ, M.A.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>EILEEN TUROFF, M.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>JOHN VARGO, M.Ed.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>ARTHUR VARNES, Ph.D.</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>GEORGE VOURLOJIANIS, Ph.D.</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>PATRICK WARD, M.S.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>NANCY WEINGART, M.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>ANNE WELKI, CPA</td>
<td>Accountancy</td>
<td></td>
</tr>
<tr>
<td>ELKE WHITE, Ph.D.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>DAVID WILDER, M.F.A.</td>
<td>Art History</td>
<td></td>
</tr>
<tr>
<td>SARAH WILLIS, M.F.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>KAREN WILSON, M.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>DANIEL WOLF, M.A.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>CHRISTINE WOLKEN, M.A.</td>
<td>Art History</td>
<td></td>
</tr>
<tr>
<td>RANDALL YATES, Ph.D.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>ROBERT YOUNG, Ph.D.</td>
<td>Management, Marketing, and Logistics</td>
<td></td>
</tr>
<tr>
<td>KIMBERLY ZANETTI, M.Ed.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
</tbody>
</table>
### Graduate Assistants—2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>LORIANN ACE, B.A.</td>
<td>Communication and Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>MEGAN ACORD, B.S.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>ORVILLE ANTRAM, B.A.</td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>RACHEL BALL, B.A.</td>
<td>Student Activities</td>
<td></td>
</tr>
<tr>
<td>MARK BARTHOLET, B.S.</td>
<td>Religious Studies</td>
<td></td>
</tr>
<tr>
<td>ROY BOWER, B.S.</td>
<td>Mathematics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>JESSICA BRADY, B.S.</td>
<td>University Counseling</td>
<td></td>
</tr>
<tr>
<td>RACHEL BROD, B.S.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>MICHAEL CADARET, M.A.</td>
<td>Center for Service and Social Action</td>
<td></td>
</tr>
<tr>
<td>JANET CHEMPLES, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>PAUL CLAPP, B.A.</td>
<td>Center for Career Services</td>
<td></td>
</tr>
<tr>
<td>HILARY COLLINS, B.A.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>MATTHEW COMER, B.S.B.A.</td>
<td>Boler School of Business</td>
<td></td>
</tr>
<tr>
<td>JASON COTTER, B.S.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>MARIE DAILEY, B.S.</td>
<td>Mathematics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>TRICIA DITURO, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>SARAH DONNELLY, B.S.</td>
<td>Mathematics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>STEPHANIE DOWD, B.A.</td>
<td>Athletics/Physical Education</td>
<td></td>
</tr>
<tr>
<td>JOKTAN DRAKE, B.S.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>ROBERT DUNS, B.A.</td>
<td>Communication and Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>STEPHANIE DZIEMIANZUK, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>BRYAN EVANS, B.A.</td>
<td>Religious Studies</td>
<td></td>
</tr>
<tr>
<td>LILY FONG, B.A.</td>
<td>Boler School of Business</td>
<td></td>
</tr>
<tr>
<td>SARA GAFFORD, B.A.</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>MEAGAN GAMBONE, B.S.B.A.</td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>NICHOLAS GIALLOURAKIS, B.A.</td>
<td>Communication and Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>SANDRA GLIGA, B.S.</td>
<td>Mathematics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>DANIELLE GOLDSTEIN, B.A.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>MICHAEL GRECO, B.S.</td>
<td>Services for Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>THERESA GROMEK, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>LAURA IMELY, B.A.</td>
<td>Community Counseling Program</td>
<td></td>
</tr>
<tr>
<td>KESTUTIS KALVAITIS, B.A.</td>
<td>Institute of Humanities</td>
<td></td>
</tr>
<tr>
<td>JENNIFER KIRALLAH, B.S.</td>
<td>Boler School of Business</td>
<td></td>
</tr>
<tr>
<td>ERICA KOENIG, B.S.</td>
<td>Boler School of Business</td>
<td></td>
</tr>
<tr>
<td>NICHOLAS KUHAR, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>BRIDGET LIND, M.B.A.</td>
<td>Graduate Studies</td>
<td></td>
</tr>
<tr>
<td>LIUYI LIU, B.S.</td>
<td>Mathematics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>BRIDGET LUDWA, B.A.</td>
<td>Religious Studies</td>
<td></td>
</tr>
<tr>
<td>MARY MATTHEWS, B.S.</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td>COLIN McANDREW, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>KATHLEEN McGLONE, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>JOSHUA MERKLE, B.S.B.A.</td>
<td>Management, Marketing, and Logistics</td>
<td></td>
</tr>
<tr>
<td>GEORGE MESZAROS, B.S.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>DAN MIZENER, B.A.</td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>NICOLE MODARELLI, B.A.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>AMY MUHAMMAD, B.S.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>MEGAN ODELL-SCOTT, B.A.</td>
<td>Religious Studies</td>
<td></td>
</tr>
<tr>
<td>KADIE ONDRUS, B.S.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>ALICIA PASCOE, M.A.</td>
<td>Education and Allied Studies</td>
<td></td>
</tr>
<tr>
<td>LOUIS PAUMIER, B.S.</td>
<td>Mathematics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>DANIEL PETRO, B.S.B.A.</td>
<td>Accountancy</td>
<td></td>
</tr>
<tr>
<td>DOUGLAS PHILLIPS, B.A.</td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>MICHAEL PIERO, B.A.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>JESSE RADTKE, B.A.</td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>MARCIE REITER, B.S.</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>COURTNEY ROWAN, B.S.</td>
<td>Athletics</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Assistants

BJORN SCHANTZ, B.B.A.
Boler School of Business
RYAN SCHOONMAKER, B.S.
Student Activities
AMANDA SIDERIS, B.S.
History
ARIELLE SIMPSON, B.S.
Planning and Assessment
BRITTANY SMITH, B.A.
Student Activities
MARIA SORIANO, B.A.
English
EMILY STAR, B.A.
English
KATHRYN STEVENS, B.S.
Education and Allied Studies
ANGELA STUCZKA, B.S.
Biology
KIMBERLY TACKETT, B.A.
Athletics/Physical Education

AARON TRIPP, B.S.
Athletics/Recreation
MELISSA VACCARINO, B.S.
Biology
DANIEL VERMILYA, B.A.
History
KELLY WHITE, B.A.
Nonprofit Administration
DAJUAN WHITESIDE, B.A.
Biology
SARAH WIDMAN, B.S.
Education and Allied Studies
MOLLY WILLIAMS, B.A.
English
TOM ZAGORSKI, B.A.
Athletics
SCOTT ZIMMERMAN, B.S.
Mathematics and Computer Science

**********

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

ALABAMA
Spring Hill College, Mobile
CALIFORNIA
Loyola Marymount University, Los Angeles
Santa Clara University, Santa Clara
University of San Francisco, San Francisco
COLORADO
Regis University, Denver
CONNECTICUT
Fairfield University, Fairfield
DISTRICT OF COLUMBIA
Georgetown University
ILLINOIS
Loyola University of Chicago
LOUISIANA
Loyola University of New Orleans
MARYLAND
Loyola University Maryland, Baltimore
MASSACHUSETTS
Boston College, Boston
College of the Holy Cross, Worcester
MICHIGAN
University of Detroit Mercy, Detroit

MISSOURI
Rockhurst University, Kansas City
Saint Louis University, St. Louis
NEBRASKA
Creighton University, Omaha
NEW JERSEY
Saint Peter’s College, Jersey City
NEW YORK
Canisius College, Buffalo
Fordham University, New York
Le Moyne College, Syracuse
OHIO
John Carroll University, Cleveland
Xavier University, Cincinnati
 PENNSYLVANIA
Saint Joseph’s University, Philadelphia
University of Scranton, Scranton
WASHINGTON
Gonzaga University, Spokane
Seattle University, Seattle
WEST VIRGINIA
Wheeling Jesuit University, Wheeling
WISCONSIN
Marquette University, Milwaukee
Index

Departments and programs that have their own sections in the *Bulletin* are listed here with the letter code used to designate courses offered by them, e.g., History (HS).

<table>
<thead>
<tr>
<th>A</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic awards</td>
<td>Calendar, academic</td>
</tr>
<tr>
<td>Academic divisions</td>
<td>Campus, description of</td>
</tr>
<tr>
<td>Academic honesty</td>
<td>Campus living</td>
</tr>
<tr>
<td>Academic warning</td>
<td>Campus Map</td>
</tr>
<tr>
<td>Accountancy (AC)</td>
<td>Campus Ministry</td>
</tr>
<tr>
<td>Accreditation and memberships</td>
<td>Campus Safety Services</td>
</tr>
<tr>
<td>Administration, university</td>
<td>Career Education (CE)</td>
</tr>
<tr>
<td>Admission</td>
<td>Centers</td>
</tr>
<tr>
<td></td>
<td>Cardinal Suenens</td>
</tr>
<tr>
<td></td>
<td>Service and Social Action</td>
</tr>
<tr>
<td></td>
<td>Faculty Development</td>
</tr>
<tr>
<td></td>
<td>Faculty Technology Innovation</td>
</tr>
<tr>
<td></td>
<td>Global Education</td>
</tr>
<tr>
<td></td>
<td>Math and Science Education,</td>
</tr>
<tr>
<td></td>
<td>Teaching and Technology</td>
</tr>
<tr>
<td></td>
<td>(CMSETT)</td>
</tr>
<tr>
<td>Academic awards</td>
<td>Chairs, department</td>
</tr>
<tr>
<td>Academic divisions</td>
<td>Chemistry (CH)</td>
</tr>
<tr>
<td>Academic honesty</td>
<td>Chinese (CN)</td>
</tr>
<tr>
<td>Academic warning</td>
<td>Classical and Modern Languages</td>
</tr>
<tr>
<td>Accountancy (AC)</td>
<td>and Cultures (CLMC)</td>
</tr>
<tr>
<td>Accreditation and memberships</td>
<td>Classics (CL)</td>
</tr>
<tr>
<td>Administration, university</td>
<td>College Level Examination</td>
</tr>
<tr>
<td>Admission</td>
<td>Program (CLEP)</td>
</tr>
<tr>
<td></td>
<td>Commencement</td>
</tr>
<tr>
<td>application fee and procedures</td>
<td>Committees</td>
</tr>
<tr>
<td>international students</td>
<td>Faculty Council</td>
</tr>
<tr>
<td>part-time students</td>
<td>University</td>
</tr>
<tr>
<td>readmission</td>
<td>Communication and Theatre Arts (CO)</td>
</tr>
<tr>
<td>reinstatement</td>
<td>Comprehensive examinations</td>
</tr>
<tr>
<td>summer admission</td>
<td>Computer Science (CS)</td>
</tr>
<tr>
<td>testing required</td>
<td>Concentrations</td>
</tr>
<tr>
<td>transfer students</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>transient students</td>
<td>Aging Studies</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>Biochemistry/Molecular Biology</td>
</tr>
<tr>
<td>Advisors, academic</td>
<td>Catholic Studies</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>Economics/Mathematics</td>
</tr>
<tr>
<td>Art History and Humanities (AH)</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Arts and Sciences (AR)</td>
<td>International Business</td>
</tr>
<tr>
<td>Arts and Sciences, College of</td>
<td>International Economics and Modern Languages</td>
</tr>
<tr>
<td>Association of Jesuit Colleges and Universities (AJCU)</td>
<td>International Studies</td>
</tr>
<tr>
<td>Athletics</td>
<td>Italian Studies</td>
</tr>
<tr>
<td>Attendance regulations</td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>Awards and honors, student</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (BL)</td>
<td></td>
</tr>
<tr>
<td>Board of Directors</td>
<td></td>
</tr>
<tr>
<td>Boler School of Business</td>
<td></td>
</tr>
<tr>
<td>admission</td>
<td></td>
</tr>
<tr>
<td>majors</td>
<td></td>
</tr>
<tr>
<td>minors</td>
<td></td>
</tr>
<tr>
<td>sequences</td>
<td></td>
</tr>
<tr>
<td>Borromeo Institute</td>
<td></td>
</tr>
<tr>
<td>Breen Learning Center</td>
<td></td>
</tr>
<tr>
<td>Business Information Systems (BI)</td>
<td></td>
</tr>
<tr>
<td>Business Logistics (LG)</td>
<td></td>
</tr>
</tbody>
</table>

393
Index

Latin American Studies .................. 89
Neuroscience ................................ 90
Perspectives on Sex and Gender .... 90
Political Communication ............ 91
Public Administration and
Policy Studies ............................ 91
Core Curriculum, University
objectives .................................. 60
requirements ............................... 62
Counseling Center, University .... 59
Course loads ............................... 108
Credit
definition ................................ 108
transfer ..................................... 121
Criminology (SC) ......................... 316
Cross-registration ....................... 121

D
Dean’s List .................................. 119
Debating ..................................... 43
Degrees
Boler School of Business ............ 80
College of Arts and Sciences ....... 73
Graduate .................................. 105
requirements ............................ 76, 80
Department and course codes .... 124
Dismissal, academic .................... 120
Double major ............................. 71

E
Economics (EC) ......................... 187
Education and Allied Studies (ED) 192
Elective courses ......................... 72
Endowed centers ....................... 327
Endowed chairs ......................... 327
Endowed lectureships and awards .. 330
Endowed professorships .............. 330
Endowment funds ....................... 333
Engineering Physics (EP) ............ 283
Engineering programs ................. 104, 285
English (EN) ............................. 207
Enrollment
concurrent .............................. 121
eyear ........................................ 21
Entrepreneurship (ER) .......... 216
Expenses ................................ 27

F
Faculty
adjunct .................................... 386
current ..................................... 362
lecturers .................................. 387
retired .................................... 357
Faculty awards ......................... 340
Faculty Council ......................... 355
Fees ....................................... 28
Final examinations, absence from 111
Finance (FN) ............................ 218
Financial aid ............................. 30
application .............................. 30
eligibility ............................... 30
government grants .................... 35
loan programs ......................... 34
merit-based scholarships ........... 31
renewal .................................. 30
Veterans Educational Benefits .... 33
Fine Arts (FA) ......................... 136
applied music ......................... 140
choral ensembles .................... 139
instrumental ensembles .......... 140
First-Year Seminar (FY SEM) ...... 136
Fraternities and Sororities ........ 43
French (FR) ............................. 221
Freshman privilege .................... 120

G
General information .................... 5
German (GR) ............................ 224
Gift support ............................ 332
Grades, appeal of ..................... 116
Grading system ....................... 112
Graduate and professional study ... 99
Graduate assistants ................. 391
Graduate assistantships ............ 106
Graduate Studies ..................... 105
Graduation honors .................... 119
Graduation requirements .......... 118
Arts and Sciences .................. 76
School of Business ................. 80
Greek (GR) .............................. 227

H
Health Professions
Advisory Committee .................. 353
programs .............................. 100
History (HS) .......................... 229
Honors Program ..................... 238
Humanities ........................ 241

I
Independent study ..................... 72
Information Technology Services .. 55
Institutes ................................ 94
Catholic Studies ..................... 95
Educational Renewal (IER) ....... 95
Ignatian Spirituality ............... 94
Index

International Cultures (IC) ............... 243
Italian (IT) .................................. 248

J
Japanese (JP) ............................... 249
Jesuit tradition ............................... 5

L
Latin (LT) .................................... 250
Law, requirements for studying .......... 102
Liberal education
definition and objectives ................. 60
University Core Curriculum .............. 60
Library ......................................... 55

M
Major, definition of .......................... 70
Majors
Boler School of Business ............... 80
College of Arts and Sciences .......... 73
Management (MN) ......................... 252
Marketing (MK) .............................. 257
Mathematics (MT) ......................... 260
Military Science (MS) .................... 265
Minors ......................................... 72
Boler School of Business ............... 81
College of Arts and Sciences .......... 75
Interdisciplinary Minors .................. 75
Mission, University ....................... 5
Modern Languages (ML) ................. 270
Multicultural Affairs, Office of ......... 56
Music courses, See Fine Arts (FA) .... 44
Musical groups .............................. 44

O
Orientations, new student ................. 107

P
Parking ........................................ 53
Pass/Fail option ............................. 108
Philosophy (PL) ............................. 271
Physical Education and Exercise
Science (PE) ................................. 277
Physics (PH) ................................ 283
Plagiarism .................................... 114
Planning and Assessment ............... 8
Political Science (PO) .................... 291
Privacy of records (FERPA) .......... 57
Probation, academic ...................... 119
Programs .................................... 96
Applied Ethics ............................ 97
Arrupe Scholars ............................ 96

Bishop Anthony M. Pilla Program
in Italian American Studies ............ 96
Leadership and Social Justice
Learning Community ...................... 97
Poverty and Solidarity .................... 97
Reading First—Ohio Center ............. 98
Psychology (PS) ............................ 299
Publications, student ..................... 43

R
Radio station (WJCU-FM) ................. 44
Refunds ....................................... 29
Registrar, Office of the ................. 57
Registration .................................. 107
Residence halls ............................ 39
Religious Studies (RS) .................... 307
Room and board ........................... 28
ROTC ......................................... 265
Russian (RS) .................................. 314

S
School of Business, See Boler
School of Business ....................... 78
Slovak (SL) .................................. 315
Sociology (SC) ............................... 316
Spanish (SP) ................................. 324
Student activities .......................... 41
Students classification .................... 114
Student Health Center .................... 59
Student life .................................. 39
Student organizations .................... 42
Student services .......................... 52
Student Union ............................. 41
Students with disabilities, Services for .. 59
Study abroad ............................... 121

T
Teacher education ......................... 103
Telephone numbers, campus ............ 3
Theatre ....................................... 44
Transcripts .................................. 121
Tuition ........................................ 27

W
Withdrawal .................................. 111
Writing Center ............................. 72
Directions to John Carroll University

20700 North Park Boulevard
University Heights, Ohio 44118
(216) 397-1886

To reach the campus

<table>
<thead>
<tr>
<th>From South (via I-77 or I-71)</th>
<th>From West (via I-80)</th>
<th>From East (via I-80 or I-76)</th>
<th>From East (via I-90)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-77 north, I-71 north to I-71</td>
<td>Exit I-80 (Ohio Turnpike) to I-90 or I-76</td>
<td>I-80 or I-76 west to Ohio Turnpike (I-80). Exit I-80 at Exit 187 (exit #32). I-80 west to I-71. Turn left on Cedar Road (exit #32). Follow Cedar Road directions below.</td>
<td>I-80 west to I-71 south. I-77 north. I-71 north to I-71. Cedar Road (exit #32). Left (south) at end of exit ramp (Brawner Road). Right (west) on Cedar Road to South Belvoir Boulevard. Left (south) on South Belvoir to campus.</td>
</tr>
</tbody>
</table>

*From Cedar Road
Cedar Road right (west) to South Belvoir Boulevard. Left (south) on South Belvoir to campus.