# 2018-2019 CWRU Office of Undergraduate Studies Bulletin

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Undergraduate Studies</td>
<td>2</td>
</tr>
<tr>
<td>Majors and Minors</td>
<td>2</td>
</tr>
<tr>
<td>General Degree Requirements</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Sciences Undergraduate Degree Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Engineering Undergraduate Degree Requirements</td>
<td>29</td>
</tr>
<tr>
<td>Management Undergraduate Degree Requirements</td>
<td>32</td>
</tr>
<tr>
<td>Nursing Undergraduate Degree Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Programs Toward Graduate or Professional Degrees</td>
<td>34</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>37</td>
</tr>
<tr>
<td>Collaborative Programs</td>
<td>39</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>41</td>
</tr>
<tr>
<td>Grades</td>
<td>42</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>43</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>48</td>
</tr>
<tr>
<td>Academic Standing Regulations</td>
<td>50</td>
</tr>
<tr>
<td>Criteria for Scholarship Retention</td>
<td>51</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>52</td>
</tr>
<tr>
<td>Non Degree Students</td>
<td>58</td>
</tr>
<tr>
<td>SAGES Courses</td>
<td>59</td>
</tr>
<tr>
<td>Index</td>
<td>60</td>
</tr>
</tbody>
</table>
OFFICE OF UNDERGRADUATE STUDIES

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Office of Undergraduate Studies

Case Western Reserve University confers baccalaureate degrees based on programs offered by the faculties of the Case School of Engineering, the College of Arts and Sciences, the Frances Payne Bolton School of Nursing, and the Weatherhead School of Management. Some major programs are offered in collaboration with the School of Medicine, the Cleveland Institute of Art, and the Cleveland Institute of Music. The faculties and administration are dedicated to offering educational programs that enable undergraduates to achieve disciplinary literacy in one or more major fields; to acquire educational breadth through study across the natural sciences, humanities and arts, and social sciences; and to learn to think critically and to communicate effectively. Overlap among the general education curricula for the various bachelor’s degree programs allows students flexibility in the choice of majors and degree program. Furthering the University mission, the educational programs aim to foster the development of qualities of integrity, creativity, leadership, and societal engagement.

Advisors for first-year students, major field advisors, other faculty, and navigators in the Office of Student Advancement assist students in selecting a field of study suited to each student’s interests and qualifications. Students with broad educational interests and goals may choose to add one or more minor fields of study to their major field of study; may pursue concurrently two or more majors for the Bachelor of Arts degree, two or more majors for the Bachelor of Science in Engineering degree, or two or more majors toward the Bachelor of Science in Management degree; may complete one degree program with a secondary major from another degree program; or may earn two bachelor’s degrees by completing both a Bachelor of Arts degree and a Bachelor of Science degree or by fulfilling the requirements for two Bachelor of Science degrees. The Bachelor of Music degree offered by the Cleveland Institute of Music may be combined with either a Bachelor of Arts or a Bachelor of Science degree at Case Western Reserve University. Qualified students who wish to accelerate their undergraduate and graduate or professional studies may earn the opportunity to begin in the senior year advanced study toward a graduate or professional degree.

The University provides undergraduates with a rich variety of experiential learning opportunities both on and off campus. The location of the University in University Circle, with its outstanding array of cultural, educational, and health care institutions, and the proximity and accessibility of the university’s professional schools and their facilities enable undergraduates to draw upon diverse and distinctive resources to enrich their education. Programs that engage students in curriculum-related employment include the Cooperative Education Program (http://engineering.case.edu/coop) and the Practicum Program (http://students.case.edu/careers/students/jobs/observ). Study abroad (http://www.case.edu/studyabroad), the exchange program with Fisk University (p. 39), and the Washington Semester (http://politicalscience.case.edu/undergraduate-programs/washington-center-program) immerse students in educational environments that build global and national knowledge and perspective. Research opportunities (https://case.edu/source) for undergraduates abound at the University, in University Circle institutions, and in Cleveland. Individual departments offer independent study opportunities to motivated and qualified students, and some departments offer courses that incorporate practical field experience or community service.

Mission Statement of the Office of Undergraduate Studies

The Office of Undergraduate Studies collaborates with the schools, academic departments, faculty, and other administrative offices to develop and sustain academic programs and policies that inspire and challenge undergraduates at Case Western Reserve University.

In pursuit of this goal,

- We participate in curricular discussions and reviews within and among the units offering undergraduate courses and academic programs, and coordinate the presentation of undergraduate curricular offerings and policies to students, other members of the CWRU community, and external constituencies.

- We support faculty in their teaching and in their academic advising in the undergraduate majors and minors, administer the academic policies of the faculty, and monitor the progress of undergraduates in completing degree requirements, working closely with the Student Success Initiative.

- We work with the Office of Institutional Research to analyze data to inform the successful progress of undergraduates through the curriculum.

Administration

Jeffrey Wolcowitz, PhD
(Harvard University)
Dean of Undergraduate Studies

Nancy A. Dilulio, PhD
(Pennsylvania State University)
Senior Associate Dean of Undergraduate Studies

Denise Butler, MA, MLIS
(Kent State University)
Associate Dean of Undergraduate Studies

Claudia C. Anderson, BA
(Youngstown State University)
Assistant Dean of Undergraduate Studies

Amanda A. McCarthy, MEd
(Kent State University)
Assistant Dean of Undergraduate Studies

Undergraduate Majors and Minors

<table>
<thead>
<tr>
<th>Department Subject</th>
<th>Degree</th>
<th>Available as</th>
<th>Gen Ed Requirements</th>
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</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
<td>BS</td>
<td>Major or Minor</td>
</tr>
<tr>
<td>EAR</td>
<td>Aerospace Engineering</td>
<td>BSE</td>
<td>Major</td>
</tr>
<tr>
<td>AFR</td>
<td>African and African American Studies</td>
<td>---</td>
<td>Minor</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology</td>
<td>BA</td>
<td>Major or Minor</td>
</tr>
<tr>
<td>DSC</td>
<td>Applied Data Science</td>
<td>---</td>
<td>Minor</td>
</tr>
</tbody>
</table>
Major

All students must complete the requirements of a major field of study. A major ordinarily includes a program of 10 or more courses.

HSP  History and Philosophy of Science  BA  Major or Minor  CAS
IST  International Studies  BA  Major  CAS
ITL  Italian  —  Minor  —
JPN  Japanese  —  Minor  —
JPS  Japanese Studies  BA  Major  CAS
JDS  Judaic Studies  —  Minor  —
LDR  Leadership  —  Minor  —
MKR  Marketing  BS  Major or Minor  W SOM
EMS  Materials Science and Engineering  BSE  Major or Minor  CSE
MAT  Mathematics  BA or BS  Major or Minor  CAS
MAP  Mathematics and Physics  BS  Major  CAS
EMC  Mechanical Engineering  BSE  Major  CSE
MDM  Mechanical Design and Manufacturing  —  Minor  —
MUS  Music  BA  Major or Minor  CAS
MUE  Music Education  BA  Major or Minor  CAS
NAT  Natural Sciences  BA  Major* or Minor  CAS
NUR  Nursing  BSN  Major  FPB
NTR  Nutrition  BA or BS  Major or Minor  CAS
NBM  Nutritional Biochemistry and Metabolism  BA or BS  Major  CAS
ORI  Origins Sciences  BA  Major  CAS
PHI  Philosophy  BA  Major or Minor  CAS
PHY  Physics  BA or BS  Major or Minor  CAS
POS  Political Science  BA  Major or Minor  CAS
POL  Polymer Science and Engineering  BSE  Major or Minor  CSE
PAR  Pre-Architecture  BA  Major* or Minor  CAS
PSY  Psychology  BA  Major or Minor  CAS
PLH  Public Health  —  Minor  —
PPY  Public Policy  —  Minor  —
RLG  Religious Studies  BA  Major or Minor  CAS
RUS  Russian  —  Minor  —
SJS  Social Justice  —  Minor  —
SWK  Social Work  —  Minor  —
SNC  Sociology  BA  Major or Minor  CAS
SPA  Spanish  BA  Major or Minor  CAS
SPM  Sports Medicine  —  Minor  —
SNT  Sports Nutrition  —  Minor  —
STA  Statistics  BA or BS  Major or Minor  CAS
ESY  Systems and Control Engineering  BSE  Major or Minor  CSE
SYB  Systems Biology  BS  Major  CAS
EDT  Teacher Education  BA  Major*  CAS
THR  Theater  BA  Major or Minor  CAS
WMN  Women's and Gender Studies  BA  Major or Minor  CAS
WLT  World Literature  BA  Major or Minor  CAS

Major* - available only as second major for a BA; may be sole major for a BA if also completing a BS (optional)
Minor
A minor concentration requires no fewer than 15 credit-hours and normally requires no more than 18 credit-hours. With the exception of minors offered by the Case School of Engineering, students must earn a minimum cumulative average of 2.000 for all courses taken to satisfy minor requirements and for which grades are averaged. Transfer students who wish to complete a minor must complete at Case Western Reserve University at least half the requirements for the minor.

Minors are not required. Students have the option of completing a minor in a discipline other than the major. The successful completion of a minor will be indicated on a student’s transcript.

General Education Requirements
For each degree/major a student must complete, in addition to the SAGES and Physical Education requirements (described in the section General Degree Requirements (p. 4)), the general education and other requirements for that degree/major (described in sections of this chapter for the College of Arts and Sciences (CAS) BA degree (p. 6), the College of Arts and Sciences (CAS) BS degrees (p. 14), the Case School of Engineering (CSE) BS in Engineering degree (p. 29), the Case School of Engineering (CSE) BS in Computer Science degree (p. 30), the Case School of Engineering (CSE) BS in Data Science and Analytics degree (p. 31), the Weatherhead School of Management (WSOM) (p. 32), and the Francis Payne Bolton School of Nursing (FPB)).

Undergraduate General Degree Requirements
General Requirements for all Bachelor’s Degrees
The bachelor’s degree programs require students to study one field in depth (the major) and to complete general education requirements as appropriate to the major field and degree program selected. There is overlap among general education requirements, which allows students flexibility in the choice of majors and degree programs.

Every candidate for a baccalaureate degree from the university must:
1. complete the requirements of the Seminar Approach to General Education and Scholarship (SAGES), as described below;
2. complete two semesters of physical education through a combination of half and/or full semesters in Physical Education activity courses, as described below;
3. complete the requirements of the major field of study, as described in the relevant sections of this Bulletin;
4. complete the general education requirements of the school and degree program in which the student’s major field of study falls, as described in the relevant section of this chapter of the Bulletin (Arts and Sciences (p. 6), Engineering (p. 29), Management (p. 32), Nursing (p. 33));
5. complete a course of studies with a cumulative grade point average of no less than 2.000 for work taken at Case Western Reserve University, and
6. earn in residence at Case Western Reserve University a minimum of 60 credit-hours, of which at least 15 must be earned after the student has earned a total of 105 credit-hours.

SAGES
The Seminar Approach to General Education and Scholarship (SAGES) provides a foundation in critical thinking, written and oral communication, the use of information, quantitative reasoning, engagement with ethical issues and diversity, and exposure to experimental and theoretical approaches to understanding human culture and behavior, scientific knowledge, and methods of research.

The First Seminar
The First Seminar (4 credit-hours, taken in the first semester of enrollment) introduces students to the seminar format through reading, discussion, and intensive writing, and incorporates activities with University Circle institutions. The course focuses on the development of critical thinking and communication skills through the use of a variety of approaches, media, and perspectives to explore the human mind and the nature of inquiry. This course is designed to strengthen writing and analytical skills while building a foundation in ethics, information literacy, and cultural diversity.

Students select a course from:
- First Seminar: Natural World (FSNA 1xx)
- First Seminar: Social World (FSSO 1xx)
- First Seminar: Symbolic World (FSSY 1xx)

As an alternative to these topical seminars, some students may choose FSCC 110: Foundations of College Writing, designed to provide additional writing support.

Students for whom English is a second language and who would benefit from an initial focus on academic English will enroll in FSAE 100: Academic English (3 credit-hours) during the fall semester and then continue with FSCC 100: First Seminar (4 credit-hours) in the spring to complete their First Seminar requirement. Some students for whom English is a second language will go directly into FSSC 100: First Seminar in the fall semester.

*Transfer Students only. Transfer students who have completed the English composition/expository writing requirement with a grade of C or higher at the college/university at which they previously matriculated will receive transfer credit for FSCC 100 TR (3 – 6 credit-hours) and will be required to complete a supplemental 1-credit-hour SAGES introductory seminar – FSTS 100 SAGES Transfer Supplement.

University Seminars
After completion of the First Seminar with a passing evaluative grade and before the end of the second year, students must complete two University Seminars (totaling 6 credit-hours). University Seminars provide continued experience in critical reading, writing, and oral communication, as well as information literacy, ethics, and cultural diversity. Each University Seminar explores content determined according to the interests of the faculty. A student’s First Seminar and two University Seminars must include a course from each of the three thematic areas: Natural World, Social World, and Symbolic World.

Students select courses from:
- University Seminar: Thinking About the Natural World (USNA 2xx)
- University Seminar: Thinking About the Social World (USSO 2xx)
- University Seminar: Thinking About the Symbolic World (USSY 2xx)
Students who complete their First Seminar requirement with FSCC 100, FSSTC 110, or FSTS 100 may fulfill the University Seminar requirement by choosing courses from any two of the three thematic areas.

University Composition Requirement: The SAGES Writing Portfolio

Students develop a Writing Portfolio comprised of final graded writing assignments from the First Seminar and University Seminars. The Writing Portfolio is due the semester after completing the final University seminar.

Departmental Seminar

The Departmental Seminar (3 credit-hours), generally taken in the junior year after the completion of the University Seminars, focuses on discipline-specific methods and modes of inquiry and communication characteristic of the Departmental Seminar’s discipline. The Departmental Seminar may be taken in the department of the student’s major or in another department. A course used to fulfill the Departmental Seminar Requirement may not also be used to fulfill a Breadth Requirement. Courses meeting this requirement include the designation “Approved SAGES Departmental Seminar” in their course descriptions. Some majors include a specific Departmental Seminar as part of their requirements.

Senior Capstone

The Senior Capstone assimilates the knowledge and skills gained throughout the educational process. Students engage in a unique one- or two-semester experience (3 - 6 credit-hours) designed in consultation with a faculty member. Each Senior Capstone must include key elements:

1. Demonstration of critical thinking and writing skills;
2. Regular oversight by the Capstone advisor;
3. Periodic reporting of progress;
4. Regular writing (e.g. drafts, progress reports, critiques) throughout the project including a final written report which may be a thesis or equivalent document associated with the project or activity (e.g., such pursuits as performance, experiment, live case analysis, or creative writing), as approved by the department of capstone origin; and
5. Oral reports including a final public presentation at the Senior Capstone Fair, a conference, a performance, a public lecture, a teaching presentation, or another setting, as approved by the department of capstone origin.

Courses meeting this requirement include the designation “Approved SAGES Capstone” in their course descriptions. Some majors include a specific Senior Capstone course as part of their requirements.

Physical Education

All students must complete two full semesters of Physical Education activity courses at zero credit-hours. Students may choose from half-semester and full-semester course offerings. If possible, a student should begin meeting this requirement in the first semester and complete it early in his or her undergraduate years.

Requirements for Specific Degrees

Students are expected to complete a bachelor’s degree in a timely fashion and will ordinarily be subject to the degree requirements in place at the time of matriculation at Case Western Reserve University, although they may choose to update their requirements to those included in a later General Bulletin.

If a student extends study towards a bachelor’s degree beyond 10 years after first matriculating as an undergraduate student, the major-field department(s) will review the student’s academic record and may update major field requirements. Also, if the student has not already completed the applicable general education requirements in place at the time of matriculation, the appropriate dean in the school offering the major will also review the student’s academic record and may update general education requirements.

Double Majors, Secondary Majors, and Dual Undergraduate Degrees

Only one major is required for a student to satisfy degree requirements, and most students complete their degrees having met the requirements for a single major. However, some students wish to complete more than one major in order to address their interests and academic goals. Several opportunities exist for a student to complete more than one major.

Double Majors

A student may double major in two (or more) Arts and Sciences majors for the BA degree, or two (or more) Engineering majors for the BS in Management degree. No additional credit-hours beyond those ordinarily required for the specific degree are required, but students may need additional credit-hours to meet all requirements of the two (or more) majors. Students pursuing multiple majors within a single degree will receive one diploma corresponding to the degree earned and each major will be noted on the diploma and the transcript.

Secondary Majors

A student whose interests span majors that fall under two different degree programs (the BA degree program and a BS degree program or two different BS degree programs) may complete one degree program, including its general education requirements, and the requirements for the two (or more) majors. The major for which the student does not complete the associated general education requirements will be designated as a secondary major. If the field chosen as a secondary major has different requirements for the BA and BS degrees, the requirements to complete the secondary major are those associated with the BA degree. No additional credit-hours beyond those ordinarily required for the degree for which the student completed general education requirements are required, though students may need additional credit-hours to complete all requirements of the two (or more) majors. The student will receive one diploma corresponding to the degree for which the student completed general education requirements, and that degree will be recorded on the transcript. Each major will be noted on the diploma and the transcript, but a secondary major will be designated in that way.

Dual Degrees

To qualify for two (or more) undergraduate degrees, i.e., a BA and a BS degree or two BS degrees, as a dual degree student, a student must satisfy all requirements for each degree, including each degree’s associated general education requirements, and complete for each additional degree 30 credit-hours of study beyond the hours required for the first degree. Students who seek a dual-degree program that involves the Bachelor of Music degree from the Cleveland Institute of Music must meet Cleveland Institute of Music and Case Western Reserve admission requirements, and must seek approval of both institutions.
College of Arts and Sciences
Undergraduate Degree Requirements

Bachelor of Arts Degree

Candidates for the Bachelor of Arts (BA) degree, in addition to meeting the general requirements for bachelor's degrees (p. 4), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 120 credit-hours.
2. No more than 42 credit-hours beyond the 100-level in any one department to be applied to the 120 credit-hour total.
3. At least 90 credit-hours in arts and sciences. These credits may be drawn from those offered by the College of Arts and Sciences, as well as those in economics, biochemistry, nutrition and computer science. (Students completing both a BA and BS degree are exempted from six hours of the 90 credit-hour arts and sciences requirement for the BA.)
4. A minimum of 30 credit-hours of courses at the 300- or 400-level.
5. The General Education Requirements of the College of Arts and Sciences listed below.
6. The requirements for a major listed below as specified in this Bulletin for each department or program. A major requires a minimum of 30 credit-hours, at least 24 of which are taken in the major department or program.
7. For all courses taken in the major department and for which grades are averaged, and for all courses taken to satisfy major requirements and for which grades are averaged, a BA candidate must earn a minimum cumulative average of 2.000. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields. Transfer students must complete at Case Western Reserve University at least half the credit-hours required in the major department.

Major Concentrations Available for the Bachelor of Arts degree:

- Anthropology
- Art History
- Asian Studies
- Astronomy
- Biochemistry
- Biology
- Chemical Biology
- Chemistry
- Chinese
- Classics
- Cognitive Science
- Communication Sciences
- Computer Science
- Dance
- Dean's Approved Major**
- Economics
- English
- Environmental Geology
- Environmental Studies*
- Evolutionary Biology*
- French
- French and Francophone Studies
- Geological Sciences
- German
- German Studies
- Gerontological Studies*
- History
- History and Philosophy of Science
- International Studies
- Japanese Studies
- Mathematics
- Music
- Natural Sciences*
- Nutrition
- Nutritional Biochemistry and Metabolism
- Origins Sciences
- Philosophy
- Physics
- Political Science
- Pre-Architecture*
- Psychology
- Religious Studies
- Sociology
- Spanish
- Statistics
- Teacher Education*
- Theater Arts
- Women's and Gender Studies
- World Literature

* May not be a student's only major.
** Any student interested in developing for the BA a major of his or her own design may submit, before the end of the sophomore year, a program proposal for a Dean's Approved Major to the Office of Undergraduate Studies. The Dean of Undergraduate Studies and the Dean of the College of Arts and Sciences must approve any proposed Dean's Approved Major.

General Education Requirements of the College of Arts and Sciences

These requirements provide a broad foundation for the Bachelor of Arts degree program.

Students pursuing a degree in the College of Arts and Sciences may not fulfill the Departmental Seminar requirement with a course that is being used to fulfill an Arts & Humanities, Social Sciences, or Natural & Mathematical Sciences breadth requirement. A course that has been designated as a Departmental Seminar and that also falls into the Global and Cultural Diversity category may be used to fulfill both requirements.
Course credit earned by Advanced Placement, International Baccalaureate, A-levels and similar programs offered by high schools, by proficiency exams, and by courses taken at domestic and international universities may be applied to elective credit as determined by the academic departments of the College, and may be used to satisfy some general education requirements as described under each heading below.

**Breadth Requirements (minimum of six 3- or 4-credit-hour courses, totaling at least 18 credit-hours)**

One-half or more of the breadth requirement courses in each breadth area must be taken on campus, except that students transferring from another college or university with 45 or more transferable credits may fulfill their breadth requirements with transfer credit taken at their previous college or university. Credit earned for Advanced Placement, International Baccalaureate, A-levels and similar programs offered in high schools or by proficiency exams may be used to satisfy up to one-half of this requirement if the credit is equivalent to specific courses taught at CWRU. AP, IB, and A-level credit equivalents ending in ”TR” may not be used to satisfy the breadth requirements. Pre-matriculation and post-matriculation transfer credit for work done at other institutions — for example, at colleges or universities prior to matriculating at CWRU, during the summer, or in an approved Study Abroad program — may be applied to satisfy part of this requirement if approved by the appropriate department.

NOTE: Two courses used to fulfill requirements for the major may be used also to fulfill the breadth requirements.

**Arts and Humanities (6 - 8 credit-hours)**

Two 3- or 4-credit-hour Arts and Humanities courses selected from:

- Akkadian (AKKD)
- Ancient Near East and Egyptian Studies (ANEE)
- Arabic (ARAB)
- Art History (ARTH)
- Art Studio (ARTS)
- Chinese (CHIN)
- Classics (CLSC)
- Dance (DANC)
- English (ENGL)
- French (FRCH)
- German (GRMN)
- Greek (GREK)
- Hebrew (HBRW)
- History (HSTY)
- Italian (ITAL)
- Japanese (JAPN)
- Latin (LATN)
- Linguistics (LING)
- Music - General (MUGN)
- Music - History (MUHI)
- Music - Theory (MUTH)
- Philosophy (PHIL)
- Portuguese (PORT)
- Religious Studies (RLGN)
- Russian (RUSN)
- Spanish (SPAN)
- Theater (THTR)
- World Literature (WLIT)

**Natural and Mathematical Sciences (6 - 8 credit-hours)**

Two 3- or 4-credit-hour Natural and Mathematical Science courses selected from:

- Astronomy (ASTR)
- Biochemistry (BIOC)
- Biology (BIOL)
- Chemistry (CHEM)
- Earth, Environmental and Planetary Sciences (EEPS)
- Mathematics (MATH)
- Nutrition (NTRN)
- Physics (PHYS)
- Statistics (STAT)

**Social Sciences (6 credit-hours)**

Two 3-credit-hour Social Science courses selected from:

- Anthropology (ANTH)
- Cognitive Science (COGS)
- Communication Sciences (COSI)
- Economics (ECON)
- Political Science (POSC)
- Psychology (PSCL)
- Sociology (SOCI)

**Quantitative Reasoning (3 - 4 credit-hours)**

Each student must complete at least one 3- or 4-credit-hour course identified as a Quantitative Reasoning course selected from the list below. The course used to meet this requirement may also be used to fulfill a major, minor, and/or breadth requirement.

Course credit earned by Advanced Placement, International Baccalaureate, A-levels and similar programs offered by high schools, by proficiency exams, or by courses taken at domestic colleges and universities or in an approved Study Abroad program may be used to satisfy the Quantitative Reasoning Requirement if the credit is equivalent to a specific CWRU course that satisfies the requirement.

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<th>Title</th>
<th>Credits</th>
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<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
<td>3</td>
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<tr>
<td>BIOL 321</td>
<td>Design and Analysis of Biological Experiments</td>
<td>3</td>
</tr>
<tr>
<td>EECS 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 101</td>
<td>Engineering for Non-Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 123</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci</td>
<td>4</td>
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<tr>
<td>MATH 150</td>
<td>Mathematics from a Mathematician's Perspective</td>
<td>3</td>
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<td>PHIL 201</td>
<td>Introduction to Logic</td>
<td>3</td>
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<tr>
<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
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Global and Cultural Diversity (3 - 4 credit-hours)
Each student must complete at least one 3- or 4-credit-hour course identified as a Global and Cultural Diversity course selected from the list below. The goal of the Global and Cultural Diversity requirement is to provide students with the opportunity for academic reflection about the variation in human experience. Courses that satisfy this requirement 1) substantively explore one or more cultures outside the United States, or 2) address in a substantive way ethnic, gender, sexual, religious, or other cultural practices within or outside the United States, so as to provide students with fresh perspectives on their own cultural assumptions, traditions, and experiences. The course used to meet this requirement may also be used to fulfill a major, minor, and/or breadth requirement.

Course credit earned by Advanced Placement, International Baccalaureate, A-levels and similar programs offered at high schools may not be used to satisfy the Global and Cultural Diversity Requirement. Transfer credits for college-level course work done at other institutions — for example, prior to matriculation, during the summer, or in an approved Study Abroad program — may be applied to this requirement if approved by the appropriate department.

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<th>Course Title</th>
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<td>AKKD 101</td>
<td>Beginning Akkadian I</td>
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<td>AKKD 102</td>
<td>Beginning Akkadian II</td>
<td>3</td>
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<tr>
<td>AKKD 205</td>
<td>Readings from the Epic of Gilgamesh</td>
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<td>Study Abroad: Architecture, Design &amp; Culture</td>
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<td>Representations of Black Women and Religion in Film</td>
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<td>Introduction to Sanskrit</td>
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<td>RLGN 204</td>
<td>Introduction to Asian Religions</td>
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<td>Catholic Imagination: Global Perspectives</td>
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<td>Religion and Ecology</td>
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<td>RLGN 208</td>
<td>Introduction to Western Religions</td>
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<td>RLGN 213</td>
<td>Jews and Judaism</td>
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<td>Introduction to Islam</td>
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<td>Religion In America</td>
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<td>RLGN 217</td>
<td>Buddhism</td>
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<td>RLGN 218</td>
<td>Faith and Politics in Islam</td>
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<td>Religious Roots of Conflict in the Middle East</td>
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<td>The Many Faces of Contemporary U.S. Catholicism</td>
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<td>RLGN 227</td>
<td>Women, Gender, and Islam</td>
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<td>RLGN 229</td>
<td>Asian Christianity: Historical Perspectives</td>
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<td>RLGN 232</td>
<td>DESI: Diaspora, Ethnicity, Southasia(n), Interrogate</td>
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<td>RLGN 233</td>
<td>Introduction to Jewish Folks</td>
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<td>Alternative Altars: Folk Religion in America</td>
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<td>RLGN 251</td>
<td>Perspectives in Ethnicity, Race, Religion and Gender</td>
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<td>The Holocaust</td>
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<td>RLGN 260</td>
<td>Introduction to the Qur'an</td>
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<td>Malcolm and Martin</td>
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<td>Religion and Healing in the United States</td>
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<td>Religion and Popular Culture</td>
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<td>Jesus Through Islamic Lens</td>
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<td>Representations of Black Women and Religion in Film</td>
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<td>Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives</td>
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<td>Daoism: Visual Culture, History and Practice</td>
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<td>Heresy and Dissidence in the Middle Ages</td>
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<td>Christianity in China</td>
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<td>Christian Music: Historical and Global Perspectives</td>
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<td>The Crusades</td>
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<td>The Holocaust and the Arts</td>
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<td>Black Women and Religion</td>
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<td>Jews under Islam and Christianity</td>
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<td>History of the Early Church: First Through Fourth Centuries</td>
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<td>Reformation Europe, 1500-1650</td>
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<td>SASS 375A</td>
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<tr>
<td>SASS 375B</td>
<td>International Travel &amp; Study Abroad: Mental Health Issues &amp; Practice Netherlands</td>
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<td>SASS 375C</td>
<td>International Travel &amp; Study Abroad: Invisible Groups in a New Poland</td>
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<td>SASS 375D</td>
<td>International Travel &amp; Study Abroad: Child Welfare in Guatemala</td>
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<td>SASS 375E</td>
<td>International Travel &amp; Study Abroad: Microcredit, Microfinance, and Social Development in Bangladesh</td>
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<td>SASS 375F</td>
<td>Gender and Sexuality Justice: LGBTQ life in Contemporary Dutch Culture</td>
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<td>SASS 375G</td>
<td>Global Health and Social Development in India</td>
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<td>SASS 375H</td>
<td>21st Century Ghana: Culture, Institutions &amp; Development in West Africa</td>
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<td>SASS 375I</td>
<td>Global Issues, Health, &amp; Sustainability in India</td>
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<td>SASS 375J</td>
<td>International Travel &amp; Study Abroad: Child Development/Child Welfare Nicaragua</td>
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<td>SJUS 100</td>
<td>Introduction to Social Justice</td>
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<td>SOCI 201</td>
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<td>SOCI 202</td>
<td>Race and Ethnic Minorities in The United States</td>
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<td>SOCI 236</td>
<td>Gender, Inequality, and Globalization</td>
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<td>SOCI 238</td>
<td>Urban Sociology</td>
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<td>SOCI 344</td>
<td>Health Disparities</td>
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<td>SOCI 381</td>
<td>City as Classroom</td>
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<td>Latin American History through Art, Literature and Cinema</td>
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<td>SPAN 315</td>
<td>Latin American Cultural Conflicts</td>
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<td>SPAN 320</td>
<td>Introduction to Readings in Hispanic Literature</td>
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<td>SPAN 322</td>
<td>Latin American Short Story</td>
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<td>SPAN 333</td>
<td>Contemporary Caribbean Literature</td>
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<td>Mexican Literature</td>
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<td>SPAN 339</td>
<td>Latin American Poetic Revolt</td>
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<td>SPAN 342</td>
<td>Latin American Feminist Voices</td>
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<td>SPAN 343</td>
<td>The New Drama in Latin American</td>
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<td>SPAN 358</td>
<td>Latin American Cinema</td>
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<tr>
<td>SPAN 385</td>
<td>Hispanic Literature in Translation</td>
<td>3</td>
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</table>
### Bachelor of Science Degree

Candidates for the Bachelor of Science (BS) degree, in addition to meeting the [general requirements for bachelor's degrees](p. 4), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 120-133 credit-hours as specified by the requirements for each BS program.
2. A minimum of 30 credit-hours of courses at the 300- or 400-level.
3. The General Education Requirements of the College of Arts and Sciences listed below. For some BS programs, the General Education Requirements of the College of Arts and Sciences have been modified and incorporated into the degree requirements as presented in this Bulletin in the section devoted to each department or program.
4. The requirements for a major field listed below as presented in this Bulletin in the section devoted to each department or program.
5. For all courses taken in the major department and for which grades are averaged, a candidate for a BS from the College of Arts and Sciences Undergraduate Degree Requirements

#### Requirements of the College Arts and Sciences

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>WLIT 255</td>
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<td>WLIT 295</td>
<td>The Francophone World</td>
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<td>WLIT 308</td>
<td>The Paris Experience</td>
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<td>WLIT 314</td>
<td>The Poetics of Eros: Love Poetry from Sappho to Shakespeare and Beyond</td>
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<tr>
<td>WLIT 319</td>
<td>Greek Tragedy: Plays and Performance in Ancient Athens</td>
<td>3</td>
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<tr>
<td>WLIT 320</td>
<td>Chinese Popular Culture</td>
<td>3</td>
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<tr>
<td>WLIT 322</td>
<td>Theater in Ancient Rome</td>
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<td>WLIT 324</td>
<td>The Sublime and Grotesque in Literature</td>
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<td>WLIT 331</td>
<td>Dante and the Classical Tradition: Middle Ages into Modernity</td>
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<td>WLIT 333</td>
<td>Contemporary Caribbean Literature</td>
<td>3</td>
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<td>WLIT 335</td>
<td>Women in Developing Countries</td>
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<td>WLIT 339</td>
<td>Latin American Poetic Revolt</td>
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<td>WLIT 342</td>
<td>Latin American Feminist Voices</td>
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<td>WLIT 343</td>
<td>The New Drama in Latin American</td>
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<td>WLIT 345</td>
<td>Japanese Women Writers</td>
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<td>WLIT 355</td>
<td>Modern Japanese Novels and the West</td>
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<td>Latin American Cinema</td>
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<td>WLIT 361</td>
<td>Development of Theater. Renaissance to Romanticism</td>
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<td>WLIT 363H</td>
<td>African-American Literature</td>
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<td>WLIT 365E</td>
<td>The Immigrant Experience</td>
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<td>WLIT 365N</td>
<td>Topics in African-American Literature</td>
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<td>WLIT 365Q</td>
<td>Post-Colonial Literature</td>
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<td>WLIT 366G</td>
<td>Minority Literatures</td>
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<td>Russian Literature in Translation</td>
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<td>WLIT 385</td>
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<td>WLIT 395</td>
<td>Advanced Topics in Akkadian Literature</td>
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#### The General Education Requirements

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<td>Honors Thesis I</td>
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<td>THTR 322</td>
<td>Theater in Ancient Rome</td>
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<td>THTR 326</td>
<td>Development of Theater: Renaissance to Romanticism</td>
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<td>WGST 201</td>
<td>Introduction to Gender Studies</td>
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<td>Women, Gender, and Islam</td>
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<td>WGST 257</td>
<td>Women's Histories in South Asia</td>
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<td>WGST 301</td>
<td>Women, Creativity and the Arts</td>
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<td>WGST 302</td>
<td>The Lemonade Class: Religion, Race, Sex and Black Music</td>
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<td>WGST 304</td>
<td>Representations of Black Women and Religion in Film</td>
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<td>WGST 312</td>
<td>Women in the Ancient World</td>
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<td>WGST 315A</td>
<td>International Bioethics Policy and Practice: Women’s Health in the Netherlands</td>
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<td>WGST 325</td>
<td>Philosophy of Feminism</td>
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<tr>
<td>WGST 326</td>
<td>Gender, Inequality, and Globalization</td>
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<td>WGST 335</td>
<td>Women in Developing Countries</td>
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<td>WGST 337</td>
<td>Women in the Arab World</td>
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<td>WGST 339</td>
<td>Black Women and Religion</td>
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<td>WGST 342</td>
<td>Latin American Feminist Voices</td>
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<td>WGST 343</td>
<td>Language and Gender</td>
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<td>WGST 345</td>
<td>Topics in LGBT Studies</td>
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<td>WGST 349</td>
<td>The Arab World Experience</td>
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<td>WGST 353</td>
<td>Women in American History I</td>
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<td>WGST 354</td>
<td>Women in American History II</td>
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<td>WGST 359</td>
<td>Visual Culture of Medieval Women</td>
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<td>WGST 363</td>
<td>Gender and Sexuality in America</td>
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<td>WGST 370</td>
<td>Women and Men as Colleagues in Organizations</td>
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<td>Women and Medicine in the United States</td>
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<td>Introducing Hinduism</td>
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<td>Gods and Heroes in Greek Literature</td>
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<td>Heroes and Hustlers in Roman Literature</td>
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<td>Readings from the Epic of Gilgamesh</td>
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<td>Art &amp; Literature in the Classical Tradition, Pt 1: Renaissance and Baroque (14th to 17th centuries)</td>
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<td>Japanese Popular Culture</td>
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<td>Modern Chinese Literature in Translation</td>
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<td>Classical Japanese Literature in Translation</td>
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<td>WLIT 250</td>
<td>Classical Chinese Literature in Translation</td>
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</table>
College of Arts and Sciences must earn a minimum cumulative average of 2.000. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields. Transfer students must complete at Case Western Reserve University at least half the credit-hours required for the major.

**Major Concentrations for the Bachelor of Science degree:**
- Applied Mathematics
- Art Education
- Astronomy
- Biochemistry
- Biology
- Chemistry
- Geological Sciences
- Mathematics
- Mathematics and Physics
- Music Education
- Nutrition
- Nutritional Biochemistry and Metabolism
- Physics
- Statistics
- Systems Biology

**General Education Requirements of the College of Arts and Sciences**

These requirements provide a broad foundation for the Bachelor of Science degree programs.

Students pursuing a degree in the College of Arts and Sciences may not fulfill the Departmental Seminar requirement with a course that is being used to fulfill an Arts & Humanities, Social Sciences, or Natural & Mathematical Sciences breadth requirement. A course that has been designated as a Departmental Seminar and that also falls into the Global and Cultural Diversity category may be used to fulfill both requirements.

Course credit earned by Advanced Placement, International Baccalaureate, A-levels and similar programs offered by high schools, by proficiency exams, and by courses taken at domestic and international universities may be applied to elective credit as determined by the academic departments of the College, and may be used to satisfy some general education requirements as described under each heading below.

**Breadth Requirements (minimum of six 3- or 4-credit-hour courses, totaling at least 18 credit-hours)**

One-half or more of the breadth requirement courses in each breadth area must be taken on campus, except that students transferring from another college or university with 45 or more transferable credits may fulfill their breadth requirements with transfer credit taken at their previous college or university. Credit earned for Advanced Placement, International Baccalaureate, A-levels and similar programs offered in high schools or by proficiency exams may be used to satisfy up to one-half of this requirement if the credit is equivalent to specific courses taught at CWRU. AP, IB, and A-level credit equivalents ending in "TR" may not be used to satisfy the breadth requirements. Pre-matriculation and post-matriculation transfer credit for work done at other institutions — for example, at colleges or universities prior to matriculating at CWRU, during the summer, or in an approved Study Abroad program — may be applied to satisfy part of this requirement if approved by the appropriate department.

NOTE: Two courses used to fulfill requirements for the major may be used also to fulfill the breadth requirements.

**Arts and Humanities (6 - 8 credit-hours)**

Two 3- or 4-credit-hour Arts and Humanities courses selected from:
- Akkadian (AKKD)
- Ancient Near East and Egyptian Studies (ANEE)
- Arabic (ARAB)
- Art History (ARTH)
- Art Studio (ARTS)
- Chinese (CHIN)
- Classics (CLSC)
- Dance (DANC)
- English (ENGL)
- French (FRCH)
- German (GRMN)
- Greek (GREK)
- Hebrew (HBRW)
- History (HSTY)
- Italian (ITAL)
- Japanese (JAPN)
- Latin (LATN)
- Linguistics (LING)
- Music - General (MUGN)
- Music - History (MUHI)
- Music - Theory (MUTH)
- Philosophy (PHIL)
- Portuguese (PORT)
- Religious Studies (RLGN)
- Russian (RUSN)
- Spanish (SPAN)
- Theater (THTR)
- World Literature (WLIT)

**Natural and Mathematical Sciences (6 - 8 credit-hours)**

Two 3- or 4-credit-hour Natural and Mathematical Science courses selected from:
- Astronomy (ASTR)
- Biochemistry (BIOC)
- Biology (BIOL)
- Chemistry (CHEM)
- Earth, Environmental, and Planetary Sciences (EEPS)
- Mathematics (MATH)
- Nutrition (NTRN)
- Physics (PHYS)
- Statistics (STAT)

**Social Sciences (6 credit-hours)**

Two 3-credit-hour Social Science courses selected from:
• Anthropology (ANTH)
• Cognitive Science (COGS)
• Communication Sciences (COSI)
• Economics (ECON)
• Political Science (POSC)
• Psychology (PSCL)
• Sociology (SOCI)

Quantitative Reasoning (3 - 4 credit-hours)
Each student must complete at least one 3- or 4-credit-hour course identified as a Quantitative Reasoning course selected from the list below. The course used to meet this requirement may also be used to fulfill a major, minor, and/or breadth requirement.

Course credit earned by Advanced Placement, International Baccalaureate, A-levels and similar programs offered by high schools, by proficiency exams, or by courses taken at domestic colleges and universities or in an approved Study Abroad program may be used to satisfy the Quantitative Reasoning Requirement if the credit is equivalent to a specific CWRU course that satisfies the requirement.

- ANTH 319  Introduction to Statistical Analysis in the Social Sciences  3
- BIOL 321  Design and Analysis of Biological Experiments  3
- EECS 132  Introduction to Programming in Java  3
- ENGR 101  Engineering for Non-Engineers  3
- ENGR 131  Elementary Computer Programming  3
- MATH 121  Calculus for Science and Engineering I  4
- MATH 123  Calculus I  4
- MATH 125  Math and Calculus Applications for Life, Managerial, and Social Sci I  4
- MATH 150  Mathematics from a Mathematician's Perspective  3
- PHIL 201  Introduction to Logic  3
- PSCL 282  Quantitative Methods in Psychology  3
- STAT 201  Basic Statistics for Social and Life Sciences  3
- STAT 201R Basic Statistics for Social and Life Sciences Using R Programming  3
- SYBB 201R Basic Statistics for Social and Life Sciences Using R Programming  3

Global and Cultural Diversity (3 - 4 credit-hours)
Each student must complete at least one three- or four-credit-hour course identified as a Global and Cultural Diversity course selected from the list below. The goal of the Global and Cultural Diversity requirement is to provide students with the opportunity for academic reflection about the variation in human experience. Courses that satisfy this requirement 1) substantively explore one or more cultures outside the United States, or 2) address in a substantive way ethnic, gender, sexual, religious, or other cultural practices within or outside the United States, so as to provide students with fresh perspectives on their own cultural assumptions, traditions, and experiences. The course used to meet this requirement may also be used to fulfill a major, minor, and/or breadth requirement.

Course credit earned by Advanced Placement, International Baccalaureate, A-levels and similar programs offered by high schools may not be used to satisfy the Global and Cultural Diversity Requirement. Transfer credits for college-level course work done at other institutions — for example, prior to matriculation, during the summer, or in an approved Study Abroad program — may be applied to this requirement if approved by the appropriate department.

- AKKD 101  Beginning Akkadian I  3
- AKKD 102  Beginning Akkadian II  3
- AKKD 205  Readings from the Epic of Gilgamesh  3
- AKKD 395  Advanced Topics in Akkadian Literature  3
- AMST 117  Exploring American History Through Biography  3
- ANEE 107  Introduction to the Ancient Near East and Egypt  3
- ANEE 337  Ancient Medicine  3
- ANTH 233  Introduction to Jewish Folklore  3
- ANTH 303  Interdisciplinary Solutions to Global Health Issues  3
- ANTH 312  Ethnography of Southeast Asia  3
- ANTH 340  Cultures of the World: Study Abroad  3
- ANTH 349  Cultures of Latin America  3
- ANTH 353  Chinese Culture and Society  3
- ANTH 354  Health and Healing in East Asia  3
- ARAB 337  Women in the Arab World  3
- ARAB 349  The Arab World Experience  3
- ARTH 101  Art History I: Pyramids to Pagodas  3
- ARTH 102  Art History II: Michelangelo to Maya Lin  3
- ARTH 203  The Arts of Asia  3
- ARTH 208  Arts of Japan  3
- ARTH 220  Jewish Traditional Art and Architecture  3
- ARTH 226  Greek and Roman Sculpture  3
- ARTH 230  Ancient Roman Art and Architecture  3
- ARTH 241  Medieval Art  3
- ARTH 249  The Global Middle Ages: From Paris to Baghdad  3
- ARTH 260  Art in Early Modern Europe  3
- ARTH 274  Nineteenth-Century European Art  3
- ARTH 301  Museums and Globalization  3
- ARTH 302  Buddhist Art in Asia  3
- ARTH 307  Arts of China  3
- ARTH 308  Daoism: Visual Culture, History and Practice  3
- ARTH 311  Rome: City and Image  3
- ARTH 325  Art at the Crossroads of Religion: Polytheistic, Christian, and Islamic Art in Antiquity  3
- ARTH 327  The Parthenon Then and Now: New Discoveries, Old Problems and Reception  3
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<td>Study Abroad: Architecture, Design &amp; Culture</td>
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<td>SPAN 303</td>
<td>Latin American History through Art, Literature and Cinema</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 315</td>
<td>Latin American Cultural Conflicts</td>
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</tr>
<tr>
<td>SPAN 320</td>
<td>Introduction to Readings in Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 322</td>
<td>Latin American Short Story</td>
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<tr>
<td>SPAN 333</td>
<td>Contemporary Caribbean Literature</td>
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<tr>
<td>SPAN 334</td>
<td>Mexican Literature</td>
<td>3</td>
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<tr>
<td>SPAN 339</td>
<td>Latin American Poetic Revolt</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 342</td>
<td>Latin American Feminist Voices</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 343</td>
<td>The New Drama in Latin American</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 358</td>
<td>Latin American Cinema</td>
<td>3</td>
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<tr>
<td>SPAN 385</td>
<td>Hispanic Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 396</td>
<td>Senior Capstone - Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 397</td>
<td>Honors Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 326</td>
<td>Development of Theater: Renaissance to Romanticism</td>
<td>3</td>
</tr>
<tr>
<td>WGST 201</td>
<td>Introduction to Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGST 257</td>
<td>Women's Histories in South Asia</td>
<td>3</td>
</tr>
<tr>
<td>WGST 301</td>
<td>Women, Creativity and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>WGST 302</td>
<td>The Lemonade Class: Religion, Race, Sex and Black Music</td>
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<tr>
<td>WGST 304</td>
<td>Representations of Black Women and Religion in Film</td>
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<tr>
<td>WGST 312</td>
<td>Women in the Ancient World</td>
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<tr>
<td>WGST 315A</td>
<td>International Bioethics Policy and Practice: Women's Health in the Netherlands</td>
<td>3</td>
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<tr>
<td>WGST 325</td>
<td>Philosophy of Feminism</td>
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<tr>
<td>WGST 326</td>
<td>Gender, Inequality, and Globalization</td>
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<td>WGST 335</td>
<td>Women in Developing Countries</td>
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<tr>
<td>WGST 337</td>
<td>Women in the Arab World</td>
<td>3</td>
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<tr>
<td>WGST 342</td>
<td>Latin American Feminist Voices</td>
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<tr>
<td>WGST 343</td>
<td>Language and Gender</td>
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<td>WGST 345</td>
<td>Topics in LGBT Studies</td>
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</tr>
<tr>
<td>WGST 349</td>
<td>The Arab World Experience</td>
<td>3</td>
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<tr>
<td>WGST 353</td>
<td>Women in American History I</td>
<td>3</td>
</tr>
<tr>
<td>WGST 354</td>
<td>Women in American History II</td>
<td>3</td>
</tr>
<tr>
<td>WGST 359</td>
<td>Visual Culture of Medieval Women</td>
<td>3</td>
</tr>
<tr>
<td>WGST 363</td>
<td>Gender and Sexuality in America</td>
<td>3</td>
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<tr>
<td>WGST 370</td>
<td>Women and Men as Colleagues in Organizations</td>
<td>3</td>
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<tr>
<td>WGST 373</td>
<td>Women and Medicine in the United States</td>
<td>3</td>
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<tr>
<td>WLIT 203</td>
<td>Gods and Heroes in Greek Literature</td>
<td>3</td>
</tr>
<tr>
<td>WLIT 205</td>
<td>Readings from the Epic of Gilgameshan</td>
<td>3</td>
</tr>
<tr>
<td>WLIT 204</td>
<td>Heroes and Hustlers in Roman Literature</td>
<td>3</td>
</tr>
<tr>
<td>WLIT 220</td>
<td>Art &amp; Literature in the Classical Tradition, Pt 1: Renaissance and Baroque (14th to 17th centuries)</td>
<td>3</td>
</tr>
</tbody>
</table>
Case School of Engineering
Undergraduate Degree Requirements

Bachelor of Science in Engineering Degree

Candidates for the Bachelor of Science in Engineering (BSE) degree, in addition to meeting the general requirements for bachelor's degrees, including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 128-133 credit-hours as specified by the requirements for each BSE major.

2. The General Education Requirements of the Case School of Engineering listed below.

3. The requirements for the specific engineering major listed below as presented in this Bulletin in the section devoted to each department or program.

Note that most students pursuing a degree from the Case School of Engineering will complete ENGR 398 and ENGL 398 to fulfill the SAGES Departmental Seminar requirement and will complete an engineering senior project in their major to fulfill the SAGES Senior Capstone requirement.

Major Fields Available for the Bachelor of Science in Engineering degree:
- Aerospace Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Engineering Physics
- Materials Science and Engineering
- Mechanical Engineering
- Polymer Science and Engineering
- Systems and Control Engineering
- General Engineering

General Education Requirements of the Case School of Engineering

These requirements provide a foundation in mathematics and sciences for programs in engineering leading to the Bachelor of Science degree. The CSE general education requirements are also designed to develop communication skills and to provide breadth beyond mathematics, the sciences, and engineering in each student’s education.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy Case School of Engineering general education requirements.

Mathematics, Sciences, and Engineering Requirements (44 credit-hours)

Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 227</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 224</td>
<td>Elementary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>or MATH 228</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry for Engineers</td>
<td>4</td>
</tr>
</tbody>
</table>

Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>8</td>
</tr>
</tbody>
</table>
### Case School of Engineering Undergraduate Degree Requirements

**Engineering** 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
</tr>
</tbody>
</table>

**Total Units** 44

* The chemistry-materials course sequence CHEM 105-CHEM 106-ENGR 145 may be substituted for the sequence CHEM 111-ENGR 145.

** Computer engineering and the computer-oriented concentrations in biomedical engineering specifically require EECS 132.

*** Students pursuing a polymer science and engineering major or the biomaterials concentration in the biomedical engineering major may substitute EMAC 351 and EMAC 352 for ENGR 225.

Students pursuing majors in aerospace or mechanical engineering may substitute EMAE 251, EMAE 252, and EMAE 353 for ENGR 225.

### Natural Sciences, Mathematics, or Statistics Requirement (3 credit-hours)

Course designated by major department.

### Breadth Requirement (15 credit-hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 398</td>
<td>Professional Communication for Engineers</td>
</tr>
<tr>
<td>ENGR 398</td>
<td>Professional Communication for Engineers</td>
</tr>
</tbody>
</table>

Twelve credit-hours comprised of 3- or 4-credit-hour courses outside of the areas of engineering, natural science, and mathematics offered by the College of Arts and Sciences; the Weatherhead School of Management; the Frances Payne Bolton School of Nursing; the Jack, Joseph, and Morton Mandel School of Applied Social Sciences; the School of Medicine Department of Bioethics; the Cleveland Institute of Music; or the Cleveland Institute of Art. Other courses approved by the School of Engineering’s Undergraduate Studies Committee are also acceptable. The selection of courses to satisfy this requirement should be done in consultation with the student’s academic advisor(s).

**Total Units** 15

### Bachelor of Science in Computer Science Degree

Candidates for the Bachelor of Science in Computer Science degree, in addition to meeting the general requirements for bachelor's degrees (p. 4), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 127 credit-hours.
2. The General Education Requirements of the Case School of Engineering as modified for the Bachelor of Science in Computer Science degree and listed below.
3. The requirements for the computer science Bachelor of Science major as presented in this Bulletin.

Note that most students pursuing a degree from the Case School of Engineering will complete ENGR 398 and ENGL 398 to fulfill the SAGES Departmental Seminar requirement and will complete an engineering senior project in their major to fulfill the SAGES Senior Capstone requirement.

#### General Education Requirements of the Case School of Engineering, modified for the Bachelor of Science in Computer Science degree

These requirements provide a foundation in mathematics and sciences for the Bachelor of Science program in computer science. The CSE general education requirements are also designed to develop communication skills and to provide breadth beyond mathematics, the sciences, and engineering in each student’s education.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy Case School of Engineering general education requirements.

### Mathematics, Sciences, and Engineering Requirements (33 credit-hours)

#### Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
</tr>
<tr>
<td>or MATH 227</td>
<td>Calculus III</td>
</tr>
</tbody>
</table>

**Total Units** 15

#### Physics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
</tr>
<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
</tr>
</tbody>
</table>

### Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 132</td>
<td>Introduction to Programming in Java</td>
</tr>
<tr>
<td>ENGR 145</td>
<td>Chemistry of Materials</td>
</tr>
</tbody>
</table>

**Total Units** 36
The chemistry-materials course sequence CHEM 105-CHEM 106-ENGR 145 may be substituted for the sequence CHEM 111-ENGR 145.

Natural Sciences, Mathematics, or Statistics Requirement (3 credit-hours)
Course designated by major department.

Humanities and Social Sciences (15 credit-hours)
ENGL 398  Professional Communication for Engineers 2
ENGR 398  Professional Communication for Engineers 1

Twelve credit-hours comprised of 3- or 4-credit-hour courses outside of the areas of engineering, natural science, and mathematics offered by the College of Arts and Sciences; the Weatherhead School of Management; the Frances Payne Bolton School of Nursing; the Jack, Joseph, and Morton Mandel School of Applied Social Sciences; the School of Medicine Department of Bioethics; the Cleveland Institute of Music; or the Cleveland Institute of Art. Other courses approved by the School of Engineering’s Undergraduate Studies Committee are also acceptable. The selection of courses to satisfy this requirement should be done in consultation with the student’s academic advisor(s).

Total Units 15

Bachelor of Science in Data Science and Analytics Degree
Candidates for the Bachelor of Science in Data Science and Analytics degree, in addition to meeting the general requirements for bachelor’s degrees (p. 4), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 125 credit-hours.
2. The General Education Requirements of the Case School of Engineering as modified for the Bachelor of Science in Data Science and Analytics degree and listed below.
3. The requirements for the major in data science and analytics as presented in this Bulletin.

Note that most students pursuing a degree from the Case School of Engineering will complete ENGR 398 and ENGR 398 to fulfill the SAGES Departmental Seminar requirement and will complete an engineering senior project in their major to fulfill the SAGES Senior Capstone requirement.

General Education Requirements of the Case School of Engineering, modified for the Bachelor of Science in Data Science and Analytics degree
These requirements provide a foundation in mathematics and sciences for the Bachelor of Science program in data science and analytics. The CSE general education requirements are also designed to develop communication skills and to provide breadth beyond mathematics, the sciences, and engineering in each student’s education.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy Case School of Engineering general education requirements.

Mathematics, Sciences, and Engineering Requirements (29 credit-hours)

Mathematics 14

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
</tr>
<tr>
<td>or MATH 227</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 224</td>
<td>Elementary Differential Equations</td>
</tr>
<tr>
<td>or MATH 228</td>
<td>Differential Equations</td>
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Chemistry * 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry for Engineers</td>
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Physics 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
</tr>
<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
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Engineering 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECS 132</td>
<td>Introduction to Programming in Java</td>
</tr>
</tbody>
</table>

Total Units 29

* The chemistry course sequence CHEM 105-CHEM 106 may be substituted for the CHEM 111 course.

Natural Sciences, Mathematics, or Statistics Requirement (3 credit-hours)
Course designated by major department.

Humanities and Social Sciences (15 credit-hours)
ENGL 398  Professional Communication for Engineers 2
ENGR 398  Professional Communication for Engineers 1

Twelve credit-hours comprised of 3- or 4-credit-hour courses outside of the areas of engineering, natural science, and mathematics offered by the College of Arts and Sciences; the Weatherhead School of Management; the Frances Payne Bolton School of Nursing; the Jack, Joseph, and Morton Mandel School of Applied Social Sciences; the School of Medicine Department of Bioethics; the Cleveland Institute of Music; or the Cleveland Institute of Art. Other courses approved by the School of Engineering’s Undergraduate Studies Committee are also acceptable. The selection of courses to satisfy this requirement should be done in consultation with the student’s academic advisor(s).

Total Units 15
Weatherhead School of Management Undergraduate Degree Requirements

Bachelor of Science Degree

Candidates for the Bachelor of Science in Accounting degree or the Bachelor of Science in Management degree, in addition to meeting the general requirements for bachelor’s degrees (p. 4), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 122 credit-hours.
2. The General Education Requirements of the Weatherhead School of Management listed below.
3. The requirements for a major in accounting or management as presented in this Bulletin in the section devoted to each department or program.
4. For all courses taken in the major department and for which grades are averaged, and for all courses taken to satisfy major requirements and for which grades are averaged, a candidate for a BS from the Weatherhead School of Management must earn a minimum cumulative average of 2.000. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields. Transfer students must complete at Case Western Reserve University at least half the hours required for the major.
5. A minimum of 30 credit-hours of courses at the 300- or 400-level.

Majors Available for the Bachelor of Science in Management degree:

• Business Management
• Finance
• Marketing
• Dean’s Approved Major*

*Any student interested in developing a major of his or her own design for the BS in Management should consult with the Office of Undergraduate and Integrated Study Programs in the Weatherhead School of Management.

General Education Requirements of the Weatherhead School of Management (minimum of eight 3- or 4-credit-hour courses, totaling at least 26 credit-hours)

These requirements provide a broad educational foundation for programs in accounting and management, leading to the Bachelor of Science degree.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer credit may be used to satisfy Weatherhead School of Management general education requirements.

Two courses used to fulfill requirements for the major may be used also to fulfill the breadth requirements.

Arts and Humanities (6 - 8 credit-hours)

Two 3- or 4-credit-hour Arts and Humanities courses selected from:

• Akkadian (AKKD)
• Ancient Near East and Egyptian Studies (ANEE)
• Arabic (ARAB)
• Art History (ARTH)
• Art Studio (ARTS)
• Chinese (CHIN)
• Classics (CLSC)
• Dance (DANC)
• English (ENGL)
• French (FRCH)
• German (GRMN)
• Greek (GREK)
• Hebrew (HBRW)
• History (HSTY)
• Italian (ITAL)
• Japanese (JAPN)
• Latin (LATN)
• Linguistics (LING)
• Music - General (MUGN)
• Music - History (MUHI)
• Music - Theory (MUTH)
• Philosophy (PHIL)
• Portuguese (PORT)
• Religion (RLGN)
• Russian (RUSN)
• Spanish (SPAN)
• Theater (THTR)
• World Literature (WLIT)

Natural and Mathematical Sciences (13 - 16 credit-hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following courses:

- DESN 210 Introduction to Programming for Business Applications
- ENGR 131 Elementary Computer Programming
- EECS 132 Introduction to Programming in Java
- MATH 126 Math and Calculus Applications for Life, Managerial, and Social Sci II

Two natural sciences courses * 6-8

Total Units 13-16

* Any two 3- or 4-credit-hour natural science courses selected from:
  - Astronomy (ASTR)
  - Biochemistry (BIOC)
  - Biology (BIOL)
  - Chemistry (CHEM)
  - Earth, Environmental, and Planetary Sciences (EEPS)
  - Nutrition (NTRN)
  - Physics (PHYS)

Social Sciences (6 credit-hours)

Any two 3- or 4-credit-hour Social Science courses except ECON 102 Principles of Microeconomics* or ECON 103 Principles of Macroeconomics* selected from:

• Anthropology (ANTH)
• Cognitive Science (COGS)
• Communication Sciences (COSI)
• Economics (ECON)
• Political Science (POSC)
• Psychology (PSCL)
• Sociology (SOCI).

* ECON 102 Principles of Microeconomics and ECON 103 Principles of Macroeconomics are included in accounting, business management, finance, and marketing major requirements, as well as the requirement for a WSOM dean’s approved major.

Frances Payne Bolton School of Nursing Undergraduate Degree Requirements

Bachelor of Science in Nursing Degree

Candidates for the Bachelor of Science in Nursing (BSN) degree, in addition to meeting the general requirements for bachelor’s degrees (p. 4), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 125.5 credit-hours.
2. The General Education Requirements of the Frances Payne Bolton School of Nursing listed below.
3. The requirements for the major in nursing as presented in this Bulletin.
4. For all courses specifically required for the major in nursing, a minimum grade of C.

Note that most Nursing students will complete NURS 320 Theoretical and Evidence Bases for Best Practice in Nursing to fulfill the SAGES Departmental Seminar requirement and will complete NURS 373 Global Health Practicum to fulfill the SAGES Senior Capstone requirement. This course may be used again two years later for a second half-semester of Physical Education credit.

General Education Requirements of the Frances Payne Bolton School of Nursing (minimum of ten 3- or 4-credit-hour courses, totaling at least 30 credit-hours)

These requirements provide a broad educational foundation for the Bachelor of Science in Nursing program.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer credit may be used to satisfy School of Nursing general education requirements.

Arts and Humanities (6 - 8 credit-hours)

Two 3- or 4-credit-hour Arts and Humanities courses selected from:

• Akkadian (AKKD)
• Ancient Near East and Egyptian Studies (ANEE)
• Arabic (ARAB)
• Art History (ARTH)
• Art Studio (ARTS)
• Chinese (CHIN)
• Classics (CLSC)

• Dance (DANC)
• English (ENGL)
• French (FRCH)
• German (GRMN)
• Greek (GREK)
• Hebrew (HBRW)
• History (HSTY)
• Italian (ITAL)
• Japanese (JAPN)
• Latin (LATN)
• Linguistics (LING)
• Music - General (MUGN)
• Music - History (MUHI)
• Music - Theory (MUTH)
• Philosophy (PHIL)
• Portuguese (PORT)
• Religious Studies (RLGN)
• Russian (RUSN)
• Spanish (SPAN)
• Theater (THTR)
• World Literature (WLIT)

Natural and Mathematical Sciences (18 credit-hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
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</tr>
<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 201R</td>
<td>Basic Statistics for Social and Life Sciences Using R Programming</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
<td>15</td>
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<tr>
<td>BIOL 114</td>
<td>Principles of Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 116</td>
<td>Introduction to Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>BIOL 117</td>
<td>Introduction to Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>CHEM 119</td>
<td>Concepts for a Molecular View of Biology I</td>
<td></td>
</tr>
<tr>
<td>CHEM 121</td>
<td>Concepts for a Molecular View of Biology II</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 18

* Students choose one of these four courses. A student who successfully completes one of these courses is not eligible to enroll in any of the other three.

Social Sciences (6 credit-hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 203</td>
<td>Human Development: Medical and Social</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 6
or approved course in human growth and development.

Any 3-credit-hour course selected from: Anthropology (ANTH), Cognitive Science (COGS), Communication Sciences (COSI), Economics (ECON), Political Science (POSC), Psychology (PSCL), or Sociology (SOCI).

Programs Toward Graduate or Professional Degrees

Acceleration Toward Professional Degrees

Senior Year in Professional Studies at Case Western Reserve University

Students of outstanding ability and attainment who are candidates for the BA and who are admitted to professional studies at Case Western Reserve University by the end of the junior year are offered an opportunity to shorten their entire course of studies by one year through the Senior Year in Professional Studies privilege. Application should be made during the second semester of the junior year through the dean of undergraduate studies. This privilege is extended to students who are candidates for the BA and who attend the School of Dental Medicine; the School of Law; the Frances Payne Bolton School of Nursing; or the Jack, Joseph and Morton Mandel School of Applied Social Sciences of Case Western Reserve University.

A student granted the senior year in professional studies privilege is permitted to substitute the work of the first year in a professional school for that required during the last year as an undergraduate. Upon the satisfactory completion of the first year’s work in the professional school, the student will be granted the bachelor’s degree from the College of Arts and Sciences.

To be eligible for the senior year in professional studies privilege, a student must:

1. Be accepted for admission to professional studies at Case Western Reserve University.
2. Meet the following degree requirements:
   a. Completion of the SAGES requirements, the General Education Requirements of the College of Arts and Sciences, and the physical education requirement.
   b. Completion of three-fourths of the courses required for the major, including three-fourths of the courses required in the major department. [If the student has not completed major requirements at the time of receiving the BA, the degree will be awarded without a major.]
   c. Completion of 84 credit-hours of arts and sciences courses. These credit-hours may be drawn from those offered by the College of Arts and Sciences, as well as those in economics, biochemistry, nutrition, or computer science.
   d. Completion of at least 90 credit-hours of academic work, of which the final 60 credit-hours must have been in residence. A student may include in that final 60 credit-hours no more than six credit-hours earned in courses completed in other institutions, either by cross-registration in regular sessions or by approved transient registration in summer sessions.

Upon admission to the program, students register in the professional school to which they have been admitted and are subject to the policies, rules and regulations of the professional school. They may, however, continue to receive CWRU undergraduate scholarships and may continue to reside in undergraduate housing during what would normally be their senior year of undergraduate work. They will be considered professional school students with respect to the awarding of need-based aid.

For information, contact the Office of Undergraduate Studies, 447 Sears Bldg., 216.368.2928.

Senior Year in Absentia Privilege for Students of Medicine and Dentistry

Students of outstanding ability and attainment who are candidates for the BA degree and are offered admission to a medical or dental school other than those at Case Western Reserve University at the end of the junior year are eligible to shorten their entire course of studies by one year through the Senior Year in absentia privilege. Application for this privilege should be made during the second semester of the junior year through the dean of undergraduate studies.

A student granted the Senior Year in absentia privilege is permitted to substitute the work of the first year in a professional school for that required during the last year in the undergraduate college. Upon the satisfactory completion of the first year’s work in the professional school, the student will be granted the BA from the College of Arts and Sciences.

The privilege is extended to qualified students who attend medical schools in the United States or Canada approved by the Association of American Medical Colleges or dental schools in the United States approved by the American Association of Dental Schools.

To be eligible for the Senior Year in absentia privilege, a student must:

1. Be accepted for admission to professional studies.
2. Attain a cumulative grade point average of at least 3.200 in all courses attempted from the date of admission as an undergraduate.
3. Meet the following degree requirements:
   a. Completion of the SAGES requirements, the General Education Requirements of the College of Arts and Sciences, and the physical education requirement.
   b. Completion of three-fourths of the courses required for the major, including three-fourths of the courses required in the major department. [If the student has not completed major requirements at the time of receiving the BA, the degree will be awarded without a major.]
   c. Completion of 84 credit-hours of arts and sciences courses. These credits may be drawn from those offered by the College of Arts and Sciences, as well as those in economics, biochemistry, nutrition, or computer science.
   d. Completion of at least 90 credit-hours of academic credit, of which the final 60 credit-hours must have been in residence. A student may include in that final 60 credit-hours no more than six credit-hours earned in courses completed in other institutions, either by cross-registration in regular sessions or by approved transient registration in summer sessions.
Integrated BS in Accounting/Master of Accountancy (MAcc)
The Integrated BS in Accounting/Master of Accountancy (MAcc) program allows students to work towards the completion of the Master of Accountancy (https://weatherhead.case.edu/degrees/masters/m-accountancy) during their undergraduate studies, thereby enabling completion of both degrees in as little as four years. If after completion of the BS an additional semester is needed to complete the MAcc or if a student chooses to complete a majority of the MAcc in a fifth year, the student will enroll solely as a graduate student in the Weatherhead School of Management to complete the master's degree. Depending on the student's academic record and total credit-hours completed, he or she may choose to count up to six credit-hours (two courses) towards both the BS and the MAcc.

This program is strongly recommended for students planning to obtain professional certification as a certified public accountant (CPA). CPA candidates must have completed 150 credit-hours of study at the university level in order to qualify to sit for the CPA examination. The integrated program can save qualified students both time and money while equipping them with the skills and knowledge attractive to top accounting firms.

Because of the necessity for proper planning of coursework and programs, undergraduate students are strongly encouraged to apply for the Master of Accountancy in the junior year. Weatherhead undergraduates must apply for and be admitted to the MAcc program, but certain requirements are waived, such as the Graduate Management Admission Test (GMAT). Once admitted, students in the integrated study program are required to design a comprehensive study plan with both their Weatherhead undergraduate advisor and the faculty director of the MAcc program.

For more information, contact Tiffany Welch (tiffany.welch@case.edu), assistant dean of undergraduate and integrated study programs, at 216.368.2058 or Ashley Lu (jingwen.lu@case.edu), program manager for the MAcc, at 216.368.5376.

Integrated BA/BS and MSM-Business Analytics, Finance, or Operations Research & Supply Chain Management
The Integrated Bachelor of Arts or Bachelor of Science and Master of Science in Management-Business Analytics (https://weatherhead.case.edu/degrees/masters/ms-management/business-analytics) (MSM-BA), Master of Science in Management-Finance (https://weatherhead.case.edu/degrees/masters/ms-management/finance) (MSM-Finance), or Master of Science in Management-Operations Research & Supply Chain Management (https://weatherhead.case.edu/degrees/masters/ms-management/operations-research-supply-chain) (MSM-OR/SC) program allows qualified CWRU undergraduates to work towards the completion of a specialty master's degree from the Weatherhead School of Management (i.e. MSM-BA, MSM-Finance, or MSM-OR/SC) during their undergraduate studies, thereby enabling completion of both degrees in as little as four years. If after completion of the BA or BS an additional semester is needed to complete the MSM-BA, MSM-Finance, or MSM-OR/SC, or if a student chooses to complete a majority of the MSM-BA, MSM-Finance, or MSM-OR/SC in a fifth year, the student will enroll as a graduate student in the Weatherhead School of Management to complete the master's degree.

Students admitted to the program are permitted to take up to nine credit-hours of graduate level courses toward the MSM-BA, MSM-Finance, or MSM-OR/SC while an undergraduate and count these credit-hours towards both the undergraduate degree (as appropriate to the student's undergraduate degree program) and the graduate degree (MSM-BA, MSM-Finance, or MSM-OR/SC).

Admission to Weatherhead's specialty master's programs (https://weatherhead.case.edu/degrees/#specialty) is based on academic preparation and achievement (undergraduate coursework and GPA), GMAT/GRE or SAT scores, and genuine interest in business analytics, finance, or operations research/supply chain management (determined by application essays, letters of recommendation, and interview).

For more information about these integrated study programs, contact Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated programs, at 216.368.3856; or Marybeth Keeler (marybeth.keeler@case.edu), program manager of the MSM-Finance program, at 216.368.3688; or Matthew Maloney (matthew.maloney@case.edu), program director for the MSM-BA and MSM-OR/SC programs. For more information about applying to specialty master's programs in the Weatherhead School of Management, contact Meredith Richardson (meredith.richardson@case.edu) at 216.368.2069.

Acceleration Toward Graduate Study
Integrated Graduate Studies Program
The Integrated Graduate Studies Program (IGS) is intended for highly motivated undergraduate students who are candidates for the BA degree and whose objective is a degree at the master's or doctoral level. Qualified students may apply in the junior year to be admitted to graduate study for their senior year and pursue the simultaneous completion of requirements for both the master's and bachelor's degrees.

The baccalaureate will normally be awarded upon completion of the requirements for both degrees, unless a student satisfies all BA requirements prior to completing the master's degree requirements. Students in the IGS Program are exempted from the 42-hour restriction imposed on BA candidates for work above the 100-level in a single department. However, the exemption is granted only upon completion of the master's degree requirements.

Eligibility requirements for participation in the Integrated Graduate Studies Program are:

1. 90 credit-hours earned of which the last 60 credit-hours must have been in residence at Case Western Reserve University.

2. Completion of the SAGES requirements, the General Education Requirements of the College of Arts and Sciences, and the physical education requirement; students who have fulfilled all SAGES requirements except the Senior Capstone will be required to complete the capstone during their first year in the IGS program.

3. Completion of three-fourths of the requirements for the major, including three-fourths of the courses required in the major department.

4. Admission to a master's or doctoral program offered through the School of Graduate Studies.

Upon admission to the program, IGS students register as students in the School of Graduate Studies and are subject to the policies, rules and regulations of the School of Graduate Studies. They may, however,
continue to receive CWRU undergraduate scholarships and may continue to reside in undergraduate housing during what would normally be their senior year of undergraduate work. They will be considered graduate students with respect to the awarding of need-based aid.

For information, contact the Office of Undergraduate Studies, 447 Sears Bldg., 216.368.2928.

Integrated BS/MS in Nutrition

Admission to the Integrated BS/MS in Nutrition program is subject to the same process and requirements as admission to the Integrated Graduate Studies Program described above. Upon successful completion of the program, students earn the BS in Nutrition and the MS in Nutrition.

BS/MS Program for Candidates for the BS in Engineering, Computer Science, Mathematics, Natural Sciences, and Statistics

The Integrated BS/MS Program is intended for highly motivated candidates for the BS in engineering, computer science, mathematics, natural sciences, or statistics who wish to pursue an advanced degree. Application to the BS/MS program must be made in the junior year and prior to attaining senior status (completion of 90 credit-hours). Generally, this means that a student will submit the application during his or her sixth semester of undergraduate course enrollment and will have no fewer than two semesters of remaining BS requirements to complete.

A student admitted to the program may, in the senior year, take up to nine credit-hours of graduate courses (400-level and above) that will count towards both BS and MS requirements. The courses to be double-counted must be specified at the time of application. Courses taken prior to admission to the program cannot count towards the MS unless they are in excess of BS degree requirements and permission to use them towards the MS has been granted by the dean of graduate studies and the dean of undergraduate studies.

To be considered for the BS/MS Program, a student must:

1. submit to the School of Graduate Studies an application for admission to the program, and
2. submit to the Office of Undergraduate Studies an MS Planned Program of Study Form, showing the courses to be double-counted.

Students for whom the master’s project or thesis is a continuation and development of the senior project should register for Exxx 651 Thesis (or the appropriate project course) during the senior year and are expected to complete all other courses for the BS before enrolling in further MS coursework and thesis (continuing the senior project). Students for whom the master’s thesis or project is distinct from the senior project will be expected to complete the BS degree before taking further graduate courses for the master’s degree.

Applicants in engineering or computer science should consult their departmental BS/MS advisor in the Case School of Engineering. Applicants in mathematics, natural sciences, and statistics should consult the Office of Undergraduate Studies, 447 Sears Bldg., 216.368.2928.

Conditionally Guaranteed Admission to the University’s Professional Schools

The Pre-Professional Scholars Programs in Medicine and Dentistry grant to a few outstanding entering first-year undergraduates conditional commitments of admission to the corresponding professional school at Case Western Reserve University. These commitments are honored upon successful completion of the requirements established by each professional school. Students admitted to these programs are relieved of much of the anxiety and uncertainty associated with pre-professional studies. Consequently, they feel free to undertake challenging courses of study and pursue a variety of interests as they prepare for professional studies. Pre-Professional Scholars in Medicine are free to choose any of the bachelor’s degrees available in the University. Pre-Professional Scholars in Dentistry are not required to complete a bachelor’s degree, but may elect to do so in any of the bachelor’s degrees available. Participants who wish to change their career goals or apply for admission to other professional schools are free to do so.

Pre-Professional Scholars Program in Dentistry

Each year, approximately 10 exceptionally well-qualified high school seniors who plan to pursue careers in dentistry are offered places in the Pre-Professional Scholars Program in Dentistry. This program requires seven years: three years of successful undergraduate study and four years at the School of Dental Medicine.

Pre-Professional Scholars in Dentistry are not required to complete a major, but if they elect to earn a bachelor’s degree they are free to choose a major in an area of interest. Students who elect to complete a bachelor’s degree must either complete all degree requirements by the end of their third year or switch to the Senior Year in Professional Studies (p. 34) program, which permits them to substitute the work of the first year in dental school for that required during the last year as an undergraduate pursuing a Bachelor of Arts. Students who switch to the Senior Year in Professional Studies program in order to complete their bachelor’s degree will not lose their conditional admission to the School of Dental Medicine, but they are expected to complete all requirements for the Pre-Professional Scholars Program.

To qualify for the place reserved in the School of Dental Medicine, a Pre-Professional Scholar in Dentistry must achieve the following:

1. A cumulative grade point average of 3.500 or higher for all coursework, as well as for all science coursework taken, including, but not exclusively, biology, chemistry, physics, and mathematics.
2. A Perceptual Ability score of 18 or higher and an Academic Average score of 19 or higher on the Dental Admission Test (DAT) of the American Dental Association. The test must be taken no later than October of the third year.
3. Successful completion of the following courses, with a minimum of 30 credit-hours in biology, chemistry, physics, and mathematics taken at Case Western Reserve University:

4. Biology:
   - BIOL 214 & 214L Genes, Evolution and Ecology and Genes, Evolution and Ecology Lab
   - BIOL 215 & 215L Cells and Proteins and Cells and Proteins Laboratory
   - BIOL 216 & 216L Development and Physiology and Development and Physiology Lab

Chemistry:
academic integrity and judicial offenses will be reported to the School.

These continue to fulfill expectations for outstanding professional and personal development as outlined in the Conditions of Admission letter. They are also expected to maintain a cumulative American Medical College Application Service (AMCAS) GPA of 3.63 and a cumulative American Medical College Application Service (AMCAS) GPA and AMCAS Biology, Chemistry, Physics and MATH (BCPM) GPA of 3.63 at the time of application and upon successful progress toward and completion of the bachelor’s degree. The Pre-Professional Scholars Program in Medicine requires eight years: four years of successful undergraduate study leading to the bachelor’s degree followed by four years in the University Program of the School of Medicine. Pre-Professional Scholars in Medicine who complete their undergraduate degree requirements in fewer than four years are required to pursue other experiences intended to enhance their professional and personal development during the period following the receipt of their bachelor’s degree and until study at the School of Medicine begins.

Pre-Professional Scholars in Medicine are free to choose from among all of the degree and major programs offered in the University, but must complete the courses in biochemistry, biology, chemistry, physics, mathematics/statistics, and behavioral sciences listed in the Conditions of Admission letter they received when accepted to the program. Pre-Professional Scholars are expected to demonstrate successful academic progress by meeting the following level of performance: A CWRU cumulative GPA of 3.63 and a cumulative American Medical College Application Service (AMCAS) GPA and AMCAS Biology, Chemistry, Physics and MATH (BCPM) GPA of 3.63 at the time of application and maintained on final graduation transcripts. They are also expected to continue to fulfill expectations for outstanding professional and personal development as outlined in the Conditions of Admission letter. These expectations include, but are not limited to, maintaining academic integrity and adhering to the University’s standards of conduct (all academic integrity and judicial offenses will be reported to the School of Medicine), clinical shadowing, and involvement in undergraduate activities and community programs.

Pre-Professional Scholars in Medicine are not required to take the Medical College Admission Test (MCAT) for the program. However, if they do take the MCAT, they are expected to achieve a score that is above the 94th percentile. Program participants who have an interest in applying to other medical schools or who wish to be considered for a dean’s merit scholarship at the Case Western Reserve School of Medicine should plan on taking this test.

Progress is reviewed with each student at regular intervals in the program. At the end of the third year, Pre-Professional Scholars in Medicine who have met the required levels of performance go through the normal admission procedures for the University Program of the School of Medicine, including submitting an application through the American Medical College Application Service (AMCAS) and an interview. Participants who do not meet the required levels of performance may still be admitted into the University Program of the School of Medicine, but such admission will be subject to review and approval by the School of Medicine’s Admissions Committee.

Successful completion of the Pre-Professional Scholars Program in Medicine guarantees admission only to the University Program of the School of Medicine. Students seeking admission to the Cleveland Clinic Lerner College of Medicine of the Case Western Reserve University School of Medicine must complete a separate application and will be considered in competition with all applicants for that program.

Undergraduate Experiential Learning

Experiential Learning

Case Western Reserve University offers undergraduates a variety of experiences inside and outside the classroom that are built on a process of guided inquiry, preparation, action and reflection. Many research, internship, and employment opportunities are aligned with academic programs. Linguistic and cultural immersion characterize the study abroad experience. In many courses, Case Western Reserve students engage in experiential learning beyond the on-campus classrooms and laboratories. Experiences that form the basis for reflection and synthesis under the guidance of faculty include working with hospitalized children, designing engineering solutions for a problem presented by a municipality, intern at a local media outlet, tutoring in Cleveland’s Hispanic community, gaining experience in public health clinics, studying history with “the city as classroom,” or collecting aquatic specimens from the ponds at the university’s 389-acre farm. Courses that incorporate community service or internships into the curriculum forge links between Case Western Reserve undergraduates and schools, neighborhoods, businesses, and governmental and health care institutions in Cleveland and elsewhere.

International Experience

Case Western Reserve University encourages all students to study abroad. Students of all majors are able to study abroad without interfering with their graduation timeline. Many of the study abroad programs cost the same as studying in Cleveland, and financial aid can be used to supplement study abroad costs as needed. Additionally, many students will find that they are eligible for scholarships. Students should visit www.case.edu/studyabroad or contact a study abroad advisor at studyabroad@case.edu to find a program that meets their needs.

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<tr>
<td>PHYS 116</td>
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5. Successful completion of a SAGES First Seminar, two University Seminars, a SAGES writing portfolio, at least one course in the arts and humanities, at least one course in the social sciences, and two semesters of physical education.

6. A successful transition interview with faculty representing the School of Dental Medicine’s admissions committee, usually scheduled after the receipt of grades from the fall semester of the third year.
Semester and Academic Year Programs

Case Western Reserve University partners with several overseas institutions in order to allow students to determine, in consultation with their academic advisor and study abroad advisor, study abroad programs that meet their academic and personal goals. Students can choose from a list of approved study abroad partners (http://www.case.edu/international/edabroad/thinkStudyAbroadLongTerm.html).

Undergraduate students who have completed at least 24 credit-hours of coursework at Case Western Reserve University, have declared a major, and are in good academic and disciplinary standing, with no pending judicial actions, and are otherwise eligible to register on campus at Case Western Reserve University for the proposed semester(s) (no financial holds, e.g.) are eligible to participate in programs of study or practical experience that immerse them in the culture and language of another country.

After matriculation at Case Western Reserve University, students are permitted to earn at other accredited colleges or universities through an approved program of study abroad no more than 38 credit-hours toward the totals required for the degree, including courses taken through the cross-registration program, with no more than 15 credit-hours taken as part of domestic programs or as summer study in a student’s home country; any off-campus study credits beyond 15 may only be taken through approved study abroad programs. Any additional credit earned at other institutions after matriculation at Case Western Reserve beyond 15 domestically or as summer study in a student's home country and beyond a total of 38 including study abroad will raise the total number of credit-hours required for the degree by a corresponding number.

Case Western Reserve does not require students to complete any foreign language prerequisites before studying abroad, though students wishing to study in a country where the native language is not English are advised to develop their language skills to the extent possible. However, students studying for at least a semester in a single location where English is not an official language must take a course that advances their skills in a language of the host country during each semester of study abroad; provided such courses are available; this may be a course of language instruction or a course taught in a language of the host country. Students participating in study abroad experiences that are comparative in nature and visit several sites within the same semester are not required to include language study in their academic programs.

Students participating in semester or academic year study abroad must enroll in the equivalent of at least 12 credit-hours each semester in order to maintain full-time student status for the semester abroad. Upon presentation of an official transcript from the study abroad program, transfer credit will be awarded for courses determined to be equivalent or comparable to those offered by the appropriate academic department at Case Western Reserve University and completed with a grade of C or better.

Students participating in semester or academic year study abroad pay tuition to Case Western Reserve University and maintain their student status during the period of study abroad. Case Western Reserve University will, in turn, pay the tuition costs for the student’s program, but the student will be responsible for all non-tuition costs associated with study abroad. Students eligible for financial aid continue their eligibility during study abroad. For more information, contact a study abroad advisor by emailing studyabroad@case.edu.

Short-Term Programs

Case Western Reserve University offers a robust portfolio of short-term study abroad options, which allow students to travel as a group with a member of the Case Western Reserve University faculty. These programs are often one to three weeks in duration and are offered over Spring Break, Winter Break, and during the summer. Program offerings vary each year, but recent short-term study abroad locations included Botswana, China, Costa Rica, Cuba, Ecuador, France, Germany, Guatemala, Israel, the Netherlands, Poland, Spain, and the United Kingdom. All CWRU students in good academic and disciplinary standing are eligible to participate in short-term study abroad programs. For more information, contact a study abroad advisor by emailing studyabroad@case.edu.

Summer Programs

All Case Western Reserve University undergraduates in good academic and disciplinary standing are permitted to study abroad during the summer. With approval, up to 15 credit-hours of summer coursework can be transferred to Case Western Reserve University. In the summer, study abroad students pay tuition and fees directly to the school/provider overseas. A wide variety of summer programs is available through the Office of Education Abroad. For more information, contact a study abroad advisor by emailing studyabroad@case.edu.

Research, Service Learning, and Internship Opportunities Abroad

Case Western Reserve University offers research, service learning, and internship opportunities abroad as part of a semester abroad on many of our approved programs, as well research-intensive programs in partnership with Acadia University (summer options) and EuroScholars (semester options). The CWRU study abroad advisors can help students identify and apply to these programs. Students can also identify independent research projects abroad with the help of the Office of Education Abroad and CWRU faculty.

Research Experience

Undergraduate Research

Case Western Reserve University is a research-intensive community with a historic tradition of involving undergraduates in research and creative endeavors. Regardless of a student’s major or academic interests, there are numerous opportunities to engage in research either on campus with Case Western Reserve faculty or elsewhere during both the academic year and the summer. The SOURCE (https://case.edu/source) (Support of Undergraduate Research and Creative Endeavors) Office provides assistance to students throughout the undergraduate educational experience, including:

- helping students identify research and creative project opportunities,
- providing funding for on-campus summer research,
- providing funding for travel for students presenting their work at regional and national conferences,
- providing educational research and informational seminars,
- sponsoring Intersections: SOURCE Symposium and Poster Session for students to present their work to our academic community, and
- advising Discussions: The Undergraduate Research Journal of CWRU.

For more information, email source@case.edu or phone 216.368.8508.

In many cases, students pursuing research under the guidance of a faculty member may earn degree credit by registering for "Undergraduate Research" or "Independent Study" in the appropriate department. These
are advanced-level courses and require departmental approval. However, students may not earn both degree credit and pay for the same work. Students may discuss academic credit for research with their major advisor.

Work Experience

The Center for Civic Engagement and Learning

The Center for Civic Engagement and Learning ([https://students.case.edu/civicengagement](https://students.case.edu/civicengagement)) (CCEL) works to create an engaged campus by providing and supporting opportunities for community service and collective action while promoting civic awareness and leadership. CCEL offers a variety of programs, services, and resources to accommodate different student interests and schedules. These include one-day Saturdays of Service, flexible weekly opportunities through CCEL Serves, week-long and weekend Alternative Break experiences, and the year-long Civic Engagement Scholars program. CCEL coordinates Cleveland excursions to explore and connect with our community and facilitates educational training about community issues, responsible engagement, voter education/registration, and active citizenship. CCEL also provides community service advising and assists faculty and students in designing and implementing service learning courses and community-based capstone projects. For more information, visit the Center for Civic Engagement and Learning, Tinkham Veale University Center, Suite 165.

Cooperative Education

Cooperative Education (Co-op) ([http://engineering.case.edu/coop](http://engineering.case.edu/coop)) is an academic program that enables students in majors offered by the Case School of Engineering to alternate classroom studies with career-based experiences in industry. It is a learning experience designed to integrate classroom theory with practical experience and professional development. Co-op is a paid full-time work experience designed to enhance the student's education. Case Western Reserve co-op assignments are typically for two seven-month periods, each period consisting of a summer and a contiguous spring or fall semester. While participating in co-op, students maintain their full-time student status. This program is available to students pursuing majors in all fields of engineering, computer science (BA and BS), and data science. For additional information, contact the Division of Engineering Leadership and Professional Practice Office, Nord Hall, Room 312, 216.368.5119.

Professional Practicum

Practicum is a zero-credit experiential education program coordinated through the Office of Post-Graduate and Experiential Education that provides students with opportunities to develop and enhance skills, insights, and knowledge related to career development. The desired learning outcome of the practicum experience is intellectual, professional, and personal growth in an area related to a student’s academic and career goals. Undergraduate and graduate students enrolled in the College of Arts and Sciences, the Case School of Engineering, the Frances Payne Bolton School of Nursing, or the Weatherhead School of Management, and students pursuing entrepreneurial ventures may enroll. (Most Case School of Engineering students participate in experiential education through the Co-op program, but may participate in practicum, depending on the duration of the assignment.) International students are eligible for the practicum program through Curricular Practical Training (CPT).

Practicum students enroll in course sections for the semester in which they are on assignment either full-time (40 hours/week) or part-time (20 hours/week). The duration of the program can range from a minimum of 6 weeks to a maximum of 14 weeks. Full-time practicum students do not enroll in other coursework, but maintain full-time student status during the practicum period; part-time participants are expected to enroll in other credit-bearing coursework. Although no credit is awarded, students who successfully complete the practicum assignment receive transcript notation. Successful completion is determined by the Practicum Coordinator with input from the faculty advisor and employer once the required deliverables are submitted by the student.

Students interested in participating in a practicum should contact the Office of Post-Graduate Planning and Experiential Education, 229 Sears Bldg., the semester prior to the intended practicum period.

Washington Study Program

The Washington Study Program provides students with the opportunity to complete a full-time, research-intensive internship in Washington, D.C. By participating in a semester-length program during the fall or spring (WASH 2A Washington Center Internship), students earn 9 credit-hours; for a summer internship (WASH 2B Washington Center Summer Internship), they earn 3 credit-hours. In addition, students earn 3 credit-hours for participating in a seminar and attending a weekly lecture/discussion group (WASH 2C Washington Center - Politics and Public Policy Course) and 3 credit-hours by developing a portfolio based on their internship experiences (WASH 2D Washington Center - Portfolio). The credits earned can be counted as general electives or applied to a student’s major or minor with the prior consent of the individual department(s).

To be eligible for the program, a student is expected to be a junior or senior and have a GPA of at least 3.000. The program director (Fall Semester: Professor Joseph White [jxw87@case.edu], 113 Mather House, 216.368.2426; Spring Semester: Professor Justin Buchler [justin.buchler@case.edu], 9 Mather House, 216.368.2646), the student’s major advisor, and the appropriate dean must approve each application. Students must ensure that their participation will not prevent them from meeting on-campus residency or other university requirements.

Undergraduate Collaborative Programs

Collaborative Programs with Other Colleges and Universities

Cross-Registration in Northeast Ohio

Full-time undergraduates in good academic standing may cross-register for one course per semester at no additional tuition cost beyond their Case Western Reserve University tuition at the Cleveland Institute of Art, Cleveland State University, Cuyahoga Community College, or John Carroll University. Cross-registration at other local colleges and universities while enrolled full-time at Case Western Reserve will be considered on a case-by-case basis. Approval to participate in cross-registration is handled by the Office of Undergraduate Studies, 447 Sears Bldg., and is normally limited to courses that are not offered at Case Western Reserve.

To cross-register for studio courses at the Cleveland Institute of Art, a student must have permission from Case Western Reserve University’s director of art studies, Mr. Timothy Shuckerow ([timothy.shuckerow@case.edu]), 2215 Adelbert Road, 216.368.2714.
Joint Program in Art Education
The joint program in art education of Case Western Reserve University and the Cleveland Institute of Art (CIA) enrolls students pursuing the BS in Art Education, combining studio art courses at the Cleveland Institute of Art with liberal arts and education courses at Case Western Reserve University. Admission to the program requires application to Case Western Reserve University and presentation of an art portfolio to the Cleveland Institute of Art. Credentials must be acceptable to both institutions.

Joint Program in Music
All programs in music are conducted jointly by Case Western Reserve University and the Cleveland Institute of Music (CIM), and provide the intimacy and specialization of a professional conservatory, together with the resources of a comprehensive university.

Private music lessons can be arranged through the Department of Music in collaboration with the Cleveland Institute of Music. Students interested in pursuing this opportunity must obtain a permit at the Music Department in Haydn Hall to enroll for credit in Applied Music. Charges for private lessons will be covered by the full tuition rate for music and music education majors only. All other students will pay an additional fee.

Students pursuing a major in music or music education take music theory and lessons at the Cleveland Institute of Music, and take music history and other liberal arts and music education courses at Case Western Reserve University. Students pursuing the Bachelor or Arts degree with a major in music or the Bachelor of Science in Music Education degree apply to and enroll in Case Western Reserve University, while students seeking the Bachelor of Music degree apply to and enroll in the Cleveland Institute of Music.

Reserve Officer Training Corps (ROTC)
Reserve Officer Training Corps (ROTC) programs are available to Case Western Reserve University students through cooperative arrangements with Kent State University for Air Force ROTC and with John Carroll University for Army ROTC. Each of these universities offers military studies, leadership, and training courses. Participating students may seek transfer credit at Case Western Reserve for these courses, and may be exempted from the undergraduate physical education requirement.

Students who are not recipients of ROTC scholarships may enroll in the first- and second-year ROTC courses without incurring any military obligation. University students enrolling in ROTC programs are eligible to compete for ROTC scholarships awarded by the Air Force or the Army.

Air Force ROTC
The Air Force Reserve Officer Training Corps (http://www.kent.edu/ afrotc) (AFROTC) program provided by Kent State University prepares students for service as officers in the United States Air Force. Through courses in history, management, and leadership, and through practical training, students acquire leadership and management skills, and learn about Air Force career opportunities, the role of the military in American society, the history of air power, and national defense policy.

An agreement between Case Western Reserve University and Kent State University allows full-time Case Western Reserve students to complete aerospace studies courses. Students cross-register for these courses through Cleveland State University, but the courses are held at Kent State University, which is approximately 35 miles from Case Western Reserve. Classes are usually scheduled on one or two afternoons during the week. This arrangement allows Case Western Reserve students to participate in either the four- or two-year AFROTC program. Students who wish to enter the two-year program in the junior year must contact the professor of aerospace studies at Kent State University no later than February prior to the academic year of planned entry.

Air Force ROTC scholarships are available on a competitive basis. Information about courses, registration, and scholarships may be obtained from the Air Force ROTC DET 630, 125 Terrace Drive, Kent State University, Kent, Ohio 44242; telephone: 330-672-2182. Case Western Reserve students planning to register for AFROTC courses at Kent State University should consult with the Office of Undergraduate Studies, 447 Sears Bldg., for information regarding registration procedures.

Army ROTC
The Army ROTC (http://www.jcu.edu/rotc) program is designed to prepare students for service as a commissioned Army officer in either the active duty U.S. Army or the reserve components of the Army Reserve or National Guard. Classes and practical training focus on military skills, officer professionalism, leadership training, and the development of military-related officer and management techniques and procedures.

The Army ROTC program is offered through a partnership agreement with the US Army and a cooperative arrangement with John Carroll University with some of the first- and second-year ROTC classes being offered on the Case Western Reserve University campus. For those courses offered at Case Western Reserve (MLSC 101, MLSC 102, MLSC 201, and MLSC 202), students register in the ordinary way. For other Army ROTC classes, students enroll through cross-registration in the Department of Military Science at John Carroll University, which is approximately five miles from Case Western Reserve.

Army ROTC scholarships are available on a competitive basis. Information about courses, registration, and scholarships may be obtained from the Department of Military Science (ARMY-ROTC), John Carroll University, University Heights, OH 44118-4581; telephone: 216.397.4421. Case Western Reserve students planning to register for Army ROTC courses at John Carroll University should consult with the Office of Undergraduate Studies, 447 Sears Bldg., for information regarding registration procedures.

Fisk University Exchange Program
An exchange program between Fisk University and Case Western Reserve University enables up to four Case Western Reserve students to spend a semester as visiting students at Fisk each year. Up to four Fisk students may spend a semester at Case Western Reserve each year. Fisk University was founded in 1866 as the first integrated coeducational school in the United States, and, at its founding, focused on providing a quality liberal arts education to the children of former slaves. Fisk University has a distinguished history as a liberal arts institution. It was the first historically black college to have chapters of the Phi Beta Kappa and Mortar Board national honorary societies.

Case Western Reserve students who participate in the Case Western Reserve-Fisk Exchange pay tuition to Case Western Reserve University, pay the Fisk room and board fees, and maintain their CWRU student status during the period of the exchange. Information about the exchange program is available from the Fisk exchange advisor in the Office of Undergraduate Studies, 447 Sears Bldg.

The Dual Degree (3-2) Program in Engineering
Students of superior scholarship who have attended one of a group of select liberal arts colleges with which Case Western Reserve University
has a dual degree agreement are eligible to participate in the Dual Degree (3-2) (http://engineering.case.edu/delppp/dualdegree) program at Case Western Reserve University. This program allows outstanding students to begin their studies at a liberal arts college for three years and pursue an engineering degree at Case Western Reserve University for two years. Once requirements at both institutions are completed, students will receive a degree from the liberal arts college and a degree from Case Western Reserve University in a designated engineering discipline. For additional information, contact Debbie Fatica (dxf3@case.edu), 312 Nord Hall, 216.368.4449.

Cleveland Humanities Collaborative

The Cleveland Humanities Collaborative (http://chc.case.edu) is a partnership between Cuyahoga Community College (Tri-C) and Case Western Reserve University charged with promoting student transfer from Tri-C to CWRU to pursue a liberal arts education through a Bachelor of Arts degree in the humanities. In addition, the program encourages and supports strengthened ties among faculty through programming and academic collaborations. The Collaborative also seeks to enrich the cultural life of northeastern Ohio through quality public programming that supports the appreciation of the humanities and its importance in nurturing engaged citizens and building strong communities.

As students pursue their associate's degree at Tri-C, they are able to explore many of the humanities disciplines available as majors and minors at CWRU. They are also able to take advantage of the cross-registration program that enables these Tri-C students to take up to two classes per semester at CWRU while paying home tuition. Once they are on track to earn their associate's degree, students apply to CWRU as transfer students. Upon acceptance, students become CHC Scholars and participate in a summer bridge program that prepares them for a successful transition to CWRU. At CWRU, CHC Scholars are integrated into humanities programs and are connected to University Circle institutions.

For additional information, contact Melissa Swafford (Melissa.Swafford@tri-c.edu) or Kimberly Lenahan (Kimberly.Lenahan@tri-c.edu) at Tri-C, or Allison Morgan (allison.morgan@case.edu), CHC Program Manager at CWRU.

Cleveland STEM Pipeline Program

The Cleveland STEM (science, technology, engineering, and mathematics) Pipeline Program enables students at Cuyahoga Community College (Tri-C) to complete a four-year bachelor's degree in a STEM discipline at Case Western Reserve University as part of CWRU's commitment to advancing STEM education and educational outcomes for students in our local community and to establishing ties among STEM faculty members at Tri-C and CWRU.

As students pursue their associate's degree at Tri-C, they may take advantage of the cross-registration program that enables these Tri-C students to take up to two classes per semester at CWRU while paying home tuition. This arrangement gives students participating in the program a head-start on their bachelor's degree and allows them to acclimate to CWRU before they formally enter as degree-seeking students. Once they are on track to earn their associate's degree, students apply to CWRU as transfer students.

For additional information, contact Dean Ray Nejarfard (Ray.Nejadfard@tri-c.edu) at Tri-C, or Dean Claudia Anderson (Claudia.anderson@case.edu) in the Office of Undergraduate Studies at CWRU.

Undergraduate Academic Advising

Academic advising is an important component of the educational program at Case Western Reserve University. Academic advisors assist students in the exploration of academic opportunities at the university and in the selection of courses. Advisors may refer students to other sources of information and assistance at Case Western Reserve.

The advising model at Case Western Reserve aims to balance generalist and field-specific advising, shifting the balance as students progress through their undergraduate careers. At the beginning, a student's First Seminar instructor provides generalist advising until the student declares a major. At the same time, representatives from each major and minor are available to provide field-specific advice as a student decides on an area of focus. Once a student declares a major, the emphasis shifts to major-focused advising with an advisor assigned in that field to guide the student in the construction of an academic plan and to monitor the student's progress in pursuit of that plan. In addition, throughout their undergraduate career, each student has a navigator in the Office of Student Advancement who is available to provide general information and advice, to address concerns that fall outside of the pursuit of a specific major, and to help the student place their academic experience in the broader context of opportunities at Case Western Reserve and beyond.

Students are expected to initiate and maintain regular contact with their advisors and navigator to address curricular and career concerns, and to review progress towards graduation. At a minimum, students are expected to meet with academic advisors when declaring a major or minor, before registering for classes each semester, and when making corrections to their academic requirements reports.

Advising during the First Year

During a student’s first year at Case Western Reserve, the faculty member instructing the student’s SAGES First Seminar serves as the student’s academic advisor. Students and their advisors are expected to explore the student’s academic interests and concerns, as well as educational and career goals, and to seek expert information and advice about academic policies and procedures and about specific academic programs from the General Bulletin, from newsletters and websites, from the academic representatives in the majors and minors designated as first year resources, and from other sources of advice and counseling on campus. Navigators and other staff in the Office of Student Advancement (https://case.edu/studentsuccess/navigators), along with staff in the Office of Undergraduate Studies (http://case.edu/ugstudies), the Office of Post Graduate Planning (https://case.edu/studentsuccess/post-grad-planning) and Experiential Education (https://case.edu/studentsuccess/experiential-education), the Office of Multicultural Affairs (http://studentaffairs.case.edu/multicultural), the University Health & Counseling Services (http://studentaffairs.case.edu/counseling), and in specialized programs such as Co-op (http://engineering.case.edu/coop) (co-operative education), the Center for International Affairs (http://case.edu/international) (study abroad, international student services), and the Center for Civic Engagement and Learning (http://studentaffairs.case.edu/civicengagement) (community service), are available to support first-year students and their advisors with publications, workshops, websites, experiential learning opportunities, and individual communications.

Advising in the Majors and Minors

When a student selects a specific major or minor, the academic representative of that major or minor assigns a faculty advisor to that
Undergraduate Grades

Students who are ready to declare a major may do so beginning in November of their first year. Although some first-year undergraduates enter with definite goals, they are not assigned advisors in the majors until they have declared their major. Students engaging in further exploration of majors are expected to declare a major no later than the end of the second year (See Declaring a Major in the section on Academic Policies and Procedures (p. 43)). Opportunities for exploration of majors and minors include a Choices Fair, departmental information sessions, and individual conversations with faculty and academic advisors.

After the first year, students who have not declared a major should consult their assigned advisor (noted in their online student information) or the academic representative of an academic department of interest for advice and schedule approval.

Support in the Office of Student Advancement

Navigators in the Office of Student Advancement serve as a hub to provide guidance in all aspects of being an undergraduate student at Case Western Reserve, including academic information related to undergraduate enrollment and degree programs. Each student is able to establish a multi-year relationship with their navigator, who is assigned during the summer before matriculation and continues to work with the student through the completion of degree requirements. Navigators are available to answer student and faculty questions about University rules, practices, programs, and resources and to refer students to other offices and opportunities, as appropriate.

Undergraduate Grades

Undergraduate grades at Case Western Reserve University are issued on the following scale, with good standing based on criteria presented in the section on Academic Standing Regulations (p. 50) and with the requirement of a 2.00 cumulative grade point average for graduation. Academic averages are computed by dividing the number of quality points earned by the number of credit-hours completed, excluding transfer credit, credit based on examinations (AP, IB, proficiency, etc.), and courses graded P/NP.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>This grade will be given for academic failure as well as failure to attend class without formally withdrawing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal for a class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawal from all classes during a given semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing in a Pass/No Pass Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>Not Passing in a Pass/No Pass Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>For courses which extend over more than one semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AD</td>
<td>Audit</td>
<td></td>
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</tbody>
</table>

Grade of Incomplete

Assignment of the Incomplete Grade:

The Incomplete grade (I) is assigned by and at the discretion of the instructor when (a) there are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justify an extension of time beyond the requirements established for and met by other students in the class, and (b) the student has been passing the course and only a small segment of the course, such as a term paper, remains to be completed. It is the student’s responsibility to notify the instructor of the circumstances preventing completion of all assigned work. In the absence of notification or adequate justification, the instructor has the authority to assign the student a final grade that assumes a failing grade for the missing work. An Incomplete grade should not be assigned (a) when a student has been absent for much of the semester and/or has done little of the work required for a course, or (b) because a student is absent from a final examination, unless the dean of undergraduate studies has authorized the grade.

The amount of additional time allowed the student to make up incomplete work should serve to accommodate the student while being fair to other students in the course. It should be proportional to the duration of a student’s illness or absence and might be no more than a few days or weeks. At the extreme, it should not extend past the eleventh week of the semester following the one in which the Incomplete grade was received. In certain cases (such as students on probation) the dean of undergraduate studies may establish an earlier date for completion of courses with Incomplete grades.
Changing the Incomplete Grade:
When the student has completed the required work, the instructor shall enter in the Student Information System a final evaluative grade to replace the Incomplete. When a student fails to submit the work required for removing the Incomplete by the date established, the instructor shall enter a final grade that assumes a failing performance for the missing work. In the absence of the assignment of a grade by the instructor, the Registrar will convert the I to F when the deadline for making up Incomplete grades from a previous semester has passed.

Audit
See section on Academic Policies and Procedures (p. 43).

Pass/No Pass
Undergraduate students (degree candidates and non-degree students enrolled at the undergraduate level), other than students participating in the Pre-College Scholars program, may elect to take one course each fall and spring semester on a Pass/No Pass grading basis, provided they remain enrolled in at least 3 credit-hours of courses for regular evaluative grades. However, all courses to be counted toward major, minor, or SAGES/general education/core requirements must be taken for regular evaluative grades. If a student opts for Pass/No Pass in a course, that course will not be counted toward any of these requirements. The Pass/No Pass option is not available during the summer session or to undergraduate degree candidates enrolled at the graduate or professional levels through the IGS program or Senior Year in Professional Studies. Enrollment in courses that are graded on a Pass/No Pass basis (e.g., PHED 55A Cardio-Fitness (First Half)) does not preclude a student’s use of the Pass/No Pass option in another course taken the same term.

Students may submit an on-line Pass/No Pass Option form at any time in the fall or spring semester after the end of the drop/add period and before 11:59 p.m. on the day of the course withdrawal deadline for that semester (currently the last day of classes for first-year students and the 11th Friday of the semester for all other students, including new transfer students). A decision to use the Pass/No Pass option is irrevocable unless the student needs that course to complete requirements for a major or minor declared in a subsequent semester. In that event, the student may request that the Office of Undergraduate Studies reveal the grade on the transcript at the start of the student’s final term at Case Western Reserve University.

Instructors are not notified of a student’s use of this option. Instructors submit evaluative grades for all students, and these grades are converted to Pass or No Pass in the Registrar’s Office. Courses elected on a Pass/No Pass basis and completed with a grade of D or higher will be entered with the grade P on the student’s transcript. Courses taken Pass/No Pass for which a grade of F is earned will have NP entered on the transcript. Students who earn a P grade will earn credit for the course, while those who earn NP will not. Grades of P and NP are not included in computing the grade point average.

Grade Changes
Instructors should review grades before submitting them to be confident that they are accurate and fair. If a student requests a change of grade or reevaluation of work once final grades have been reported, the instructor should review his or her grading for possible mistakes. However, in fairness to the whole class, the instructor should then review the work of all students whose grades may be questionable, not just those who come to the instructor with concerns. Similarly, if students who have earned a low grade ask to perform additional work for extra credit in hope of raising their grades, and the instructor agrees, that same opportunity should be offered to all students whose grades are below an A. Most courses are planned for completion within the semester; instructors should avoid extending coursework beyond the semester’s limits without good reason.

Instructors should not change grades for students who indicate that they will lose their scholarships or suffer other consequences from a poor grade. Students have numerous opportunities during the semester to seek assistance in improving their performance or to withdraw from the course.

Changes to undergraduate student grades must be submitted through the Student Information System (https://case.edu/sis). Grade change requests will be forwarded to the department chair for approval and then to the Dean of Undergraduate Studies for review before they are posted.

Grade Reports and Transcripts
Students may view their grades on the Student Information System (https://case.edu/sis). Students can request official copies of their transcripts (https://case.edu/registrar/grading-transcripts/request-a-transcript) from the Registrar’s Office. The University considers the grades earned by a student and other information about the student’s performance at the University confidential and will release such information only upon written request by the student. Transcripts will not be issued to or on behalf of students who have not discharged all obligations to the University.

Course Repetition
See section on Academic Policies and Procedures (p. 43).

Mid-Semester Grades
Mid-semester grades are assigned in undergraduate courses at the end of the eighth week of each semester. Mid-semester grades are advisory; the grades are not part of a student’s official academic record or transcript. At mid-semester, an instructor may assign to undergraduates evaluative letter grades (A, B, C, D, or F) or grades of satisfactory (S) and unsatisfactory (U), with S corresponding to performance in the range of A through C, and U corresponding to performance in the D or F range. (S and U may not be assigned as final course grades in undergraduate courses.)

Students may view their mid-semester grades on the Student Information System (https://www.case.edu/sis). Students who have any low or unreported mid-semester grades should discuss their progress with their instructors and with their advisors.

Undergraduate Academic Policies and Procedures
Academic regulations governing undergraduates are administered by the Office of Undergraduate Studies. Academic regulations are subject to change by action of the Faculty Senate, its Committee on Undergraduate Education, and the various committees responsible for the oversight of curriculum and academic standing.

When circumstances so warrant, a student may meet with a dean in the Office of Undergraduate Studies, 447 Sears Bldg., and submit a petition requesting an exception to a specific regulation.
Academic Grievance Policy
A student who wants to register a complaint about course instruction or evaluation should first bring the matter to the direct attention of the professor or instructor involved. If the matter is not satisfactorily resolved, the student should go to the chair of the academic department in question and seek departmental review. If neither step resolves the complaint, the student may take the matter to the faculty member's college or school dean for final review and decision.

Academic Integrity Policy
See section on Academic Integrity Policy (p. 48).

Academic Standing
See section on Academic Standing Regulations (p. 50).

Attendance
Students are expected to attend classes regularly. Each instructor is free to determine the extent to which absences affect the final grades of students but should make the policy regarding attendance known at the start of the course. Instructors should report excessive absences to the student's navigator in the Office of Student Advancement. Instructors who judge a student's absences from class to be excessive may drop the student from the course with a grade of F. Instructors taking such action must notify the Dean of Undergraduate Studies in writing.

Absence due to Illness
Students unable to attend classes because of illness should seek appropriate medical care and collect documentation from their health care provider. In most cases, students will notify their instructors and make the appropriate arrangements directly with the instructor. When needed, the student's navigator in the Office of Student Advancement will collect documentation of the illness from the student and report on that documentation to the student's instructors.

Absence due to Religious Observance
Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of their religious beliefs is excused from any such activity. The student will be given the opportunity to make up the examination or work that is missed, provided the make-up work does not create any unreasonable burden upon the University. When possible, students should give notice to instructors early in the semester about missing classes because of religious observance.

Extracurricular Life and Class Attendance
As a university, we value students' total educational experience, including its curricular, co-curricular, and extracurricular components.

All departments, academic and other, are encouraged to minimize the scheduling during established class meeting hours of events at which student participation is required or desired, including but not limited to extra class meetings, athletics, arts programs, and other organized activities. When conflicts exist, all parties (students, faculty, and staff) should work together so that the student can meet his or her academic obligations and participate in extracurricular events. If agreement about an appropriate accommodation cannot be reached, the student's obligations to classes meeting on their posted schedules will take priority.

To facilitate planning, all courses (including ROTC, varsity sports, and music ensembles) should post, to the extent possible, the full set of meeting times in the Student Information System (SIS) before students register for their courses. This will allow students to work with their faculty to resolve conflicts before the start of the semester. Should it be impossible or impractical to record specific obligations in SIS before students register, a student should alert each of his or her instructors before the end of the drop/add period of conflicts that will occur during the semester in order to develop a plan to resolve the conflicts, including the possibility of making adjustments to course enrollments.

The Office of Undergraduate Studies and the Department of Physical Education and Athletics have developed guidelines for coaches, who are themselves members of the faculty, to administer exams for other courses to their team members while the team is traveling to participate in a competition.

Credit by Examination

Advanced Placement/International Baccalaureate/French Baccalaureate/A-Level Examinations
Students may earn degree credit on the basis of advanced examinations taken while in secondary school. Examinations eligible for credit and/or advanced placement include, but are not limited to, College Board Advanced Placement Examinations, International Baccalaureate Higher Level Examinations, French Baccalaureate, and A-Levels. Determination of the criteria for granting credit and/or placement is made by the appropriate department.

Proficiency Examinations
Departments within each academic unit offering undergraduate programs may choose to offer students the opportunity to earn course credit in specific courses by proficiency examination. To qualify for proficiency examination credit for a course, the student's examination performance must demonstrate knowledge and skills at a level no lower than that of an average student who successfully completes the course. Upon notification from the academic department, the Office of Undergraduate Studies will post credit for the course on the transcript. The grade will be recorded as PR, and will not be included in a student's grade point average.

Declaring a Major or Minor
Students matriculating at Case Western Reserve University as first-year students may begin declaring their majors, though are not required to do so, on November 1 of the fall semester. Transfer students may begin declaring their majors at the start of their first semester at Case Western Reserve. A choice or change of major or minor is not recorded for any student until the major or minor declaration form, bearing the signature of the student, the name of the advisor, and the signature of the academic representative for the major or minor, has been completed and submitted to the Office of Student Advancement, 340 Sears Bldg., and recorded in the Student Information System (SIS) by the Office of Undergraduate Studies.

Students who enroll at Case Western Reserve University as first-year students are expected to declare a major before registering for classes for their fifth semester of enrollment. Transfer students are expected to declare a major before registering for their third semester at Case Western Reserve. Beyond that point, students who have not declared a major will have a registration hold placed on their accounts until they have done so. Those who will have earned fewer than 60 credit-hours (including transfer, AP, IB, and proficiency credit) by the end of the fourth semester for students who started as first-year students, or by the end of their second semester for transfer students, may request that their
navigator in the Office of Student Advancement allow them to register for the next semester by lifting the registration hold. Students may later change their majors should their academic interests change.

Enrollment and Registration

For continuing students, registration for the fall semester begins in April, and registration for the spring semester begins in November. Complete registration instructions and regulations appear on-line on the web site of the University Registrar (http://www.case.edu/registrar).

Course Loads and Overloads
In order to be classified as a full-time student, a student must enroll for a minimum of 12 credit-hours by the end of the drop/add period. Eligibility for many forms of financial aid, participation on intercollegiate varsity sports teams, and maintaining certain visa statuses for international students require full-time status. Students registering for fewer than 12 credit-hours are classified as part-time and charged tuition on the basis of the number of credit-hours being taken.

The normal full-time load is 14-17 credit-hours during the fall or spring semester. Students ordinarily may not enroll in more than 19 credit-hours in a semester. Continuing students may enroll for 20-21 hours in a semester if they have a cumulative grade point average of 3.200 or better. To register for 22 or 23 hours, a minimum grade point average of 3.500 is required. Any schedule of more than 19 credit-hours that meets these grade point average standards requires approval by the student’s navigator in the Office of Student Advancement. Graduating seniors may submit a petition to the Office of Undergraduate Studies for overloads within reason if they need such a schedule in order to graduate at the end of the semester in question but do not meet the grade point average standard.

The maximum number of credit-hours in which a student may enroll in the summer session is 12.

Course Placement

No credit will be allowed to count towards degree requirements for foreign language or mathematics courses which duplicate work taken earlier in high school or in another institution. First-year undergraduates who have questions regarding their eligibility to receive credit for foreign language or mathematics courses should see their navigator in the Office of Student Advancement, 340 Sears Bldg.

Course Repetition

Students have the opportunity to repeat a course in order to improve their mastery of the course material. When a course is repeated, the student will earn credit for the course only once, but both the original grade and the grade for the repeated course will be included in the semester and cumulative grade point averages, each weighted by the credit-hours for the course. The student's transcript will show the comment “REPEATED: NO CREDIT AWARDED” directly below the original grade. Similarly, if a student repeats a course for which he or she has already received either test (AP, IB, etc.) or transfer credit, the original credit will be removed and the transcript will show the comment “REPEATED: NO CREDIT AWARDED;” credit will instead be awarded for the course taken at Case Western Reserve University. However, if the first attempt of the course resulted in a passing grade but the second attempt results in a failing grade, the student will continue to earn credit for the first attempt, but both grades will be included in the semester and cumulative grade point averages.

The course repeat option may not be exercised after a degree has been awarded.

Audit

A student may audit a course with the consent of the instructor of the course and the approval of their navigator in the Office of Student Advancement. An auditor receives no credit for the course. At the beginning of the course, the student and instructor should reach agreement regarding the requirements to be met for a grade of AD. The grade of AD is entered on the student’s transcript if approved by the instructor of the course. If the instructor does not approve the grade AD, the enrollment is not posted on the transcript.

Registration in a course cannot be changed from audit to credit or the reverse after the end of the drop/add period. However, a student may take for credit a course they audited in an earlier semester.

Enrollment Changes

Drop/Add

Changes in course schedules must be submitted to the Registrar’s Office using the Student Information System or a drop/add form before the end of the second week of classes during the fall and spring semesters. However, for courses that run for half of the semester, students are allowed only a one-week drop/add period at the start of those courses.

Deadlines for dynamically-dated courses (i.e. those that meet on some alternative schedule) are set in a proportional manner. Similarly, the drop/add deadline for summer courses are set in a proportional manner, with the deadline ordinarily being the second day of classes.

Students who add a course after the start of the semester are responsible for any work missed and are expected to speak with the instructor to learn the consequences of any work missed and whether there are opportunities for making up missed work. In some cases, the instructor of a course may require their consent before a student may add a course during the second week of the drop/add period.

Withdrawal from a Course

The First Undergraduate Year:

For the first two semesters of enrollment, matriculated students who are beginning their college studies may withdraw from a course at any time during the semester, but no later than the last day of classes. Any course for which a grade of W is assigned will be deleted from the transcript at the end of the semester. This policy is not available for transfer students and does not apply to the summer session.

After the First Undergraduate Year:

A student may withdraw from a course no later than the end of the 11th week of the semester and receive a grade of W. In extenuating circumstances, a student may submit a petition to the Office of Undergraduate Studies, 447 Sears Bldg., for permission to withdraw from a course after the deadline and receive a W. The grade of W will be posted on the student's transcript.

For all course withdrawals:

Students in good academic standing (i.e., not on probation, probation incomplete, or continued on probation) may withdraw from courses through the Student Information System, provided that they remain actively enrolled in at least 12 credit-hours. All other course withdrawals (those by students who are not in good standing and those that take a student below 12 credit-hours of active enrollments) must be transmitted by the student to the Registrar's Office on the appropriate form, signed by the student’s navigator in the Office of Student Advancement, 340 Sears Bldg. Failure to attend class or providing notice only to the instructor
In the event of an unexcused absence from a final examination, the instructor should assign the student a final grade that is Incomplete and the administration of a make-up examination is not acceptable, the dean will authorize the assignment of a final grade for each course in which a student is registered at the time of withdrawal, provided that the student follows the procedures stated above. Failure to attend classes or notification of instructors only does not constitute withdrawal from the University. A student who ceases to attend or otherwise participate in courses without officially withdrawing will be assigned the grade of F for each course in which they are enrolled.

If the withdrawal is necessary for reasons of health, a statement from the student's physician to the University Health and Counseling Services may be required as a condition of re-enrollment.

Students who withdraw from the University after the end of the 11th week of the semester may not enroll for the next two academic sessions, including the summer session. Exceptions may be granted by the Academic Standing Board.

Students who complete a semester but do not plan to return for the following semester must similarly complete the on-line withdrawal form in the Student Information System (SIS) or an official withdrawal form in the Office of Undergraduate Studies, 447 Sears Bldg.

Final Examinations and Reading Days

Final Examinations

Final examinations normally are required in all courses and must be given during the final examination period at the time assigned by the Registrar. They may not be given during the final week of classes or on Reading Days. Any exception must be approved by the dean of undergraduate studies.

No student will be required to take more than two final examinations on a single calendar day, nor will a student be required to take a final exam in the evening exam period (7:30-10:30 PM) and another final exam in the morning exam period the next day (8:00-11:00 AM). A student who has two final exams at the same time, more than two final examinations scheduled for the same calendar day, or a morning exam following an evening exam will be contacted by the Office of Undergraduate Studies after the course withdrawal deadline for upperclass students about alternative arrangements; a student should contact the Office of Undergraduate Studies to obtain the assistance of the dean if the student does not receive notification within a week of the course withdrawal deadline for upperclass students.

A student must explain immediately and in writing to the dean of undergraduate studies an absence from a final examination. If the explanation is acceptable, the dean will authorize the assignment of the grade Incomplete and the administration of a make-up examination by the instructor. In the event of an unexcused absence from a final examination, the instructor should assign the student a final grade that assumes a grade of zero on the final examination and is consistent with the grading policy established for the course.

Reading Days

Prior to and/or during the final examination period two weekdays are set aside as Reading Days to be used by students for completing assignments and preparing for final examinations. In the fall semester there will be one reading day on Monday of the first exam week and one reading day on Friday of the first exam week. In the spring semester, the two days prior to the beginning of the final exam period are set aside as reading days. These days are not to be used by faculty for scheduling examinations or other course activities that require the attendance of students. They may be used by faculty to schedule review sessions for which attendance is optional.

Graduation and Commencement

Application for Graduation

A student who has completed all graduation requirements in fewer than four years has the choice of graduating early or deferring graduation in order to graduate with his or her class. A student who completes all graduation requirements in four years or more must graduate at that time. The student must file an on-line application for the degree through the Student Information System by October 1 for January graduation, by February 1 for May graduation, and by June 1 for August graduation.

A student must discharge all financial obligations to Case Western Reserve University to receive a diploma and for the Registrar’s Office to release final transcripts.

Graduation Check

Students must ensure that their Academic Requirement reports reflect accurately their progress toward their degrees. All requested corrections and exceptions must be submitted to the Office of Undergraduate Studies, 447 Sears Bldg., at least one semester prior to graduation. Academic Requirement reports are available on-line through the Student Information System.

Participation in Commencement

Students are eligible to participate in May commencement activities if they have completed all degree requirements during that spring semester or the immediately preceding fall semester or summer session, or if they have an appropriate plan to complete their degree requirements in the upcoming summer session or fall semester. A student may participate in Commencement only once as a bachelor's degree candidate, though exceptions are sometimes made for students receiving a second bachelor's degree at least one year after the first.

Incomplete

See section on Grades.

Pass/No Pass

See section on Grades.

Promotion

The standards for promotion are:

- To the sophomore class, 27 credit-hours completed
- To the junior class, 60 credit-hours completed
- To the senior class, 90 credit-hours completed

Grades
Re-enrollment after an Absence from the University

All re-enrollments after a student has been separated from the University or withdrawn from the University for part or all of a fall or spring semester or longer are reviewed and processed by the Office of Undergraduate Studies, 447 Sears Bldg.

Re-enrollment after Academic Separation

See section on Academic Standing (p. 50).

Re-enrollment after Voluntary Withdrawal

Students who have voluntarily withdrawn from the University and have not taken courses elsewhere following their withdrawal may petition to re-enroll in any semester. However, students who withdraw after the end of the 11th week of the semester may not enroll for the next two academic sessions, including the summer session, unless an exception is granted by the Academic Standing Board. If a voluntary withdrawal was necessary for reasons of health, a statement from the student’s physician to the University Health and Counseling Services may be required as a condition of re-enrollment. Students who have taken courses elsewhere following withdrawal must provide official transcripts of their work with their request for re-enrollment.

Upon re-enrollment following a voluntary withdrawal, students retain the credit-hours earned and quality points for courses completed prior to withdrawal. In the first semester of re-enrollment, their academic status is the status in effect at the time of withdrawal, unless that status is changed by action of the Academic Standing Board.

Scholarship Retention

See section on Criteria for Scholarship Retention (p. 51).

Student Access to Records

The academic records of all students are kept in the Office of Undergraduate Studies, 447 Sears Bldg. Students may review their files in that office by appointment. A student must sign a request and present his/her ID card at the time of the appointment.

Study at Other Colleges and Transfer Credit

Students may receive transfer credit for work completed at another accredited college, university, or technological institute in the United States or from institutions of higher education outside the United States. Credit is not awarded for work done at an unaccredited institution in the United States except by proficiency examination in those departments of Case Western Reserve University offering that opportunity. Students may transfer credit only for courses in which a semester’s work is completed in a minimum of three weeks.

Courses Taken Before Matriculation at CWRU

At the time of admission to Case Western Reserve University and upon presentation of an official transcript from each institution previously attended, credit will be awarded for courses equivalent or comparable to those offered by the University and completed with a grade of C or better. Any such courses taken prior to the student’s graduation from high school must be listed in the college’s catalog among courses offered for degree credit to the college’s undergraduates, taken in the company of matriculated college students, and organized and taught by college faculty. In addition, to be considered for transfer credit, such courses must not have been used to fulfill high school graduation requirements. The awarding of transfer credit is determined by the Office of Undergraduate Studies in consultation with the appropriate department.

Courses Taken After Matriculation at CWRU

After matriculation at Case Western Reserve University, students are permitted to earn at other accredited colleges or universities or through an approved program of study abroad no more than 38 credit-hours toward the totals required for the degree, including courses taken through the cross-registration program, with no more than 15 credit-hours taken as part of domestic programs or as summer study in a student’s home country; any off-campus study credits beyond 15 may only be taken through approved programs of study abroad. Any additional credit earned at other institutions after matriculation at Case Western Reserve beyond 15 domestically or as summer study in a student’s home country and beyond a total of 38 including study abroad will raise the total number of credit-hours required for the degree by a corresponding number.

Permission of a dean in the Office of Undergraduate Studies must be obtained in advance if the student wishes to enroll elsewhere. The awarding of transfer credit is determined by the Office of Undergraduate Studies in consultation with the appropriate department. Further, if a student wishes to take elsewhere a course to satisfy a major or minor requirement, it must also be approved by the department chair or academic representative. Upon presentation of an official transcript from each institution attended, transfer credit will be awarded for courses equivalent or comparable to those offered by Case Western Reserve University and completed with a grade of C or better. Credit earned elsewhere after matriculation at Case Western Reserve University is not applied toward the residence requirement of a minimum of 60 credit-hours earned at Case Western Reserve, including at least 15 after a student has earned a total of 105 credit-hours. The Off-Campus Study Request Form is available on the Undergraduate Studies web site (http://case.edu/ugstudies).

Students must be in good standing in order to receive transfer credit for work done at another institution. If a student is placed on probation between receiving permission and the start of off-campus enrollment, the student is no longer eligible to enroll for and receive transfer credit for this work. Students on probation require special approval and should contact a dean in the Office of Undergraduate Studies. A student separated for poor scholarship may not earn transfer credit for courses taken in the first two sessions after that separation.

Students ordinarily will not be permitted to take elsewhere in Cuyahoga County summer courses that are also offered at Case Western Reserve University that summer. Exceptions to this policy will be permitted only in the event of significant extenuating circumstances. Students who desire the opportunity to take elsewhere in Cuyahoga County a course that is being offered at Case Western Reserve must petition the Office of Undergraduate Studies in advance for permission to do so. For enrollment in courses during the fall or spring semester elsewhere in Cuyahoga County, see the section on Cross-Registration in Northeast Ohio (p. 39).

Grades for courses taken at other institutions will not be entered on the student’s record nor will they be computed in the student’s grade point average.
Academic Integrity

Students, faculty, and administrators share responsibility for the determination and preservation of standards of academic integrity. Not only must they adhere to their own personal codes of integrity and comply with University community standards, but they must also be prepared to educate others about the importance of academic integrity, to take reasonable precaution to discourage violations of academic integrity, and to adjudicate violations.

For students, education about the importance of academic integrity begins during the admissions process. The centrality of integrity to the academic enterprise is reinforced during new student orientation when students engage in discussion about academic integrity. Specific mention of academic integrity and course-specific guidelines should be presented in all classes. Programs and instruction about academic integrity guidelines also should be offered throughout the students’ undergraduate career.

Faculty and students are expected to uphold standards of academic integrity by taking reasonable precaution in the academic arena. Reasonable precaution involves implementing measures that reduce the opportunities for academic misconduct but do not inhibit inquiry, create disruption or distraction in the testing environment, or create an atmosphere of mistrust.

The vitality of academic integrity is dependent upon the willingness of community members to confront instances of suspected wrongdoing. The faculty have a specific responsibility to address suspected or reported violations as indicated below. All other members of the academic community are expected to report directly and confidentially suspected violations to a faculty member or a dean or to approach the academic community is expected to report directly and confidentially suspected violations to a faculty member or a dean or to approach academic community members to confront instances of suspected wrongdoing.

Definition of Violations

All forms of academic dishonesty including cheating, plagiarism, misrepresentation, obstruction, and submitting without permission work to one course that was completed for another course are violations of academic integrity standards.

- Cheating includes but is not limited to copying from another’s work; falsifying problem solutions or laboratory reports; or using unauthorized sources, notes or computer programs; or otherwise failing to follow the instructions or procedures in place for a particular testing situation.
- Plagiarism includes but is not limited to the presentation, without proper attribution, of another’s words or ideas from printed or electronic sources.
- Misrepresentation includes but is not limited to forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments.
- Obstruction includes by is not limited to engaging in unreasonable conduct that interferes with another’s ability to conduct scholarly activity, such as destroying a student’s computer file, stealing a student’s notebook, and interfering with a student’s access to course materials.
- Submitting without the instructor’s consent an assignment in one class previously submitted or being submitted in another class violates academic integrity standards because it interferes with the learning expected from the assignment and the course.

Discussing, Reporting and Adjudicating Violations

If any member of the University community suspects that an undergraduate student has violated academic integrity standards, they shall advise the student and the department chair and consult with the Dean of Undergraduate Studies about the appropriate course of action. Before speaking with the student, they also may choose to consult with the chair or dean about academic integrity standards. If, in consultation with the dean, it is determined that the evidence is not adequate to charge the student with a violation, the matter will be dropped. Otherwise, the following procedures will be followed.

Reporting Procedures

If the faculty member and the student agree that a violation has occurred, the faculty member shall choose either to sanction the student or to refer the case to the academic integrity board. If the faculty member chooses to sanction the student, the minimum sanction is failure in the work in question and the maximum sanction is failure in the course. The faculty member will be provided with a standard reporting form to be signed by both the student and faculty member. As the faculty member will not know whether any prior violations have occurred, all alleged violations should be treated as if they are first violations. Upon completion, the reporting form and all documentation should be forwarded to the Office of Student Conduct and Community Standards.

The case will be referred by the Office of Student Conduct and Community Standards for Academic Integrity Board action if any of the following apply:

- The student claims not to have violated academic integrity standards.
- The student disagrees with the sanction imposed by the professor (provided that the sanction is greater than the minimum).
- The faculty member believes that the seriousness of the first offense warrants presentation to the Academic Integrity Board.
- The faculty member, after consultation with the dean, prefers to have the Academic Integrity Board investigate or adjudicate the alleged violation, or prefers that the Board sanction the student.
- The case is not the student’s first violation of the Academic Integrity Policy.
- The student is not enrolled in the faculty member’s course.

First Violations

If upon receipt by the Office of Student Conduct and Community Standards the violation is confirmed to be a first violation (the University has no record of a previous academic integrity violation by the student), the case will proceed as indicated on the completed reporting form.

Students found responsible for a first violation will be required, in addition to any other sanctions, accepted or imposed, to attend an ethics education program or to complete an ethics exercise as assigned by the Dean of Undergraduate Studies or the Director of the Office of Student Conduct and Community Standards or their designees.

Subsequent Violations

If the university conduct file indicates that the student suspected of a violation has been responsible for one or more previous violations of the university’s Academic Integrity Policy, the case will be referred by
Misrepresentation and Obstruction
Reports of suspected academic misrepresentation or obstruction occurring in settings other than the classroom will be referred to the Office of Student Conduct and Community Standards for Academic Integrity Board action.

Academic Integrity Board
The Academic Integrity Board is a pool of student and faculty volunteers trained to adjudicate academic integrity violations. Prospective undergraduate student members are identified by already serving undergraduate student members and approved by the Undergraduate Student Government. Prospective faculty members are identified by the Office of Undergraduate Studies and the Office of Student Conduct and Community Standards and approved by the Faculty Senate Committee on Undergraduate Education.

If a suspected or known violation of academic integrity standards warrants consideration by the Academic Integrity Board, the Director of the Office of Student Conduct and Community Standards or designee will convene an Academic Integrity Hearing Panel selected from approved members of the Academic Integrity Board. All Panel members must have been previously appointed to the Academic Integrity Board as outlined above.

The Panel will be composed of three students (voting members), two faculty (voting members), and two administrators (non-voting members). One administrator will normally be a dean from the Office of Undergraduate Studies. The other administrator will normally be a representative of the Office of Student Affairs and will chair the Board. All members of the Panel may question anyone providing information to the Panel.

The Panel's determination of responsibility shall be made on the basis of whether there is a preponderance of the evidence (defined as whether it is more likely than not) that the student violated the Academic Integrity Policy. At least a simple majority of voting members must agree that there is a preponderance of the evidence supporting responsibility for a violation.

If any student or faculty member of an Academic Integrity Panel is absent from a scheduled hearing due to unforeseen reasons, the hearing may proceed only if all of the following criteria are met:

• The student charged with an alleged academic integrity violation agrees to proceed.
• An Undergraduate Studies dean is present and agrees to proceed.
• A Hearing Panel chair is present and agrees to proceed.
• At least three voting members of the scheduled Hearing Panel are present, including at least one student and one faculty member.

Should the Panel find the student not responsible for a suspected violation, the faculty member and the student will be informed in writing, in a timely manner, of the Panel's finding and of the reasoning behind the Panel's decision. The Panel can sanction violations by issuing failure in the work in question, failure in the course, university warning, university disciplinary probation, university separation, or expulsion from the university.

In cases in which the student does not accept responsibility for a first violation but is found responsible by an Academic Integrity Panel, the Panel may not impose a sanction greater than that originally proposed by the faculty member. In cases in which the student accepts responsibility for a first violation but does not accept the sanction, the Academic Integrity Panel may assign a sanction no greater than the sanction proposed by the faculty member.

In cases in which the Academic Integrity Panel finds a student responsible for a second or subsequent violation, the minimum sanction will be failure in the course; the maximum penalty will be expulsion from the university. Prior violations of the Academic Integrity Policy may be taken into account when determining sanctions. Prior academic integrity allegations for which the student was found not responsible may not be taken into account when determining sanctions.

If the Academic Integrity Panel finds a student responsible for misrepresentation or obstruction, the minimum sanction will be university disciplinary probation; the maximum penalty will be expulsion from the university.

Appeals
A decision reached by an Academic Integrity Panel may be appealed by the student within five business days (days the University is open, including student breaks) from the time the hearing decision is made available. Appeal petitions shall be submitted in writing to the Office of Student Conduct and Community Standards.

An appeal shall be limited to review of the appeal petition, information available at the hearing, the verbatim record of the hearing, and supporting documents for one or more of the following grounds:

• There is evidence that established procedures were not followed in a manner that would have significantly affected the hearing outcome.
• There is new information not available at the time of the hearing that would have significantly affected the hearing outcome.
• The sanctions are substantially disproportionate to the severity of the violation.

Three members of the University Student Affairs leadership team will determine whether an appeal falls within any of the above criteria. If it is determined that the appeal petition does not meet these criteria, the appeal will be denied. If it is determined that the appeal petition meets one or more of these criteria, the case will be forwarded to a full appeal panel. An appeal panel shall be chaired by the Vice Provost for Undergraduate Education and consist of two students and two faculty from the Academic Integrity Board with no prior participation in the original Academic Integrity Panel or conflict of interest with anyone involved in the case.

The appeal panel will limit the scope of the review to the grounds outlined above. If an appeal is granted based on either of the first two criteria listed above, the case may be returned to the original Academic Integrity Panel to allow reconsideration of the original decision. If an appeal is granted on the basis of the third criterion above, the appeal panel may render new sanction(s). If an appeal is not granted, the matter shall
be considered closed and the original outcome binding on all parties involved.

Violations Reported After Voluntary Withdrawal or Academic Separation

Suspected violations of academic integrity standards reported after a student voluntarily withdraws or is academically separated will be investigated and adjudicated. A student who withdraws or is academically separated during the investigation and adjudication of a suspected violation may be asked to appear at a hearing or, if the student fails to appear, have their case heard in absentia. If the student is found responsible for a violation, sanctions can be imposed.

Violations Reported After Graduation

In the event that a suspected violation of academic integrity standards is reported after graduation, the Dean of Undergraduate Studies or their designee will make a determination as to the feasibility of investigation and adjudication. Graduation will not preempt investigation or adjudication of a suspected violation when those processes are feasible. If a student is found responsible for a violation and the sanction imposed makes the student ineligible to earn his or her degree, the degree may be revoked.

Maintenance of Records

Violations of academic integrity standards are considered violations of the university’s Standards of Conduct and will be recorded in the student’s conduct record. University conduct files are maintained by the Office of Student Conduct and Community Standards in the Division of Student Affairs.

Academic Standing Regulations

The Academic Standing Board monitors the academic performance of all undergraduate degree candidates at the end of each fall and spring semester to ensure that they are making appropriate progress toward earning their degrees in terms of the grades and number of credit-hours earned each semester. All degree candidates begin their academic careers in good standing. Those who fail to meet the requirements to continue in good standing, as defined below, are ordinarily placed on academic probation for the following semester in order to signal the need to improve their academic performance and to help them develop plans for improving their academic performance and return to good standing. Those who fail to meet a minimum set of academic standards defined below or who have two consecutive semesters in which they do not meet the requirements of good standing are ordinarily separated from the university for a period of two academic sessions, including the summer session.

Good Academic Standing

Full-time First-Year and Transfer Students in the First Semester

In order to maintain good academic standing at the end of the first semester at Case Western Reserve University, a full-time (i.e., enrolled in at least 12 credit-hours at the end of the drop/add period) first-year student or new transfer student must:

1. earn a semester grade point average of 2.000 or higher AND
2. earn a minimum of 9 credit-hours in that semester.

Full-time Students After the First Semester

Following the first semester of the first year, full-time students (i.e., those enrolled in at least 12 credit-hours at the end of the drop/add period) will be in good standing provided they:

1. earn a semester grade point average of 2.000 or higher AND
2. earn a minimum of 12 credit-hours in that semester.

Part-time Students

Part-time students (i.e., those enrolled in fewer than 12 credit-hours at the end of the drop/add period) will be in good standing if they earn a semester grade point average of 2.000 or higher.

NOTE: Any student with incomplete grades at the end of a semester may be placed on “probation (incomplete)” or made “ineligible to register,” as described below.

Academic Probation

Students who, at the end of any semester, fail to maintain the standard of performance required for good standing as specified above will be considered for academic probation. Academic probation is meant to provide a supportive framework for helping students improve their academic performance and continue to make progress toward earning their degrees.

While probation is the ordinary response to academic records that do not meet the criteria for good standing but fall short of consideration for separation (see below), it is not an automatic process. Students being considered for probation will be given the opportunity to prepare a statement explaining the circumstances that interfered with their ability to meet the criteria for good standing. This is the student’s opportunity to appeal probation. If a student thinks they should not be placed on probation, the statement should include an explanation of how the final record for the semester reflects responsible behavior by the student (such as withdrawing from courses because of personal circumstances that led to too few credit-hours being earned) and suggests that the student will not need the framework of probation to continue on track toward earning a degree. On the basis of review of the student’s statement and the academic record, the Academic Standing Board will decide to place a student on probation or to take no action.

In order to continue for the next semester, students placed on probation are required to review their course schedules with their navigators in the Office of Student Advancement before the end of the drop/add period. While on probation, students are ineligible to represent the university in intercollegiate activities and may not hold an elective or appointed office or chair a committee in any campus organization. In addition, they may not earn degree credit for work completed at another college or university during the period of probation without special permission.

Regardless of whether a student is placed on probation or no action is taken, students who did not meet the criteria for good academic standing will be expected to perform at a level that will return them to good standing at the end of the next semester. If they fail to return to good standing at the end of the following semester, they will be considered for separation from the university for at least two academic sessions, including the summer session.

A full-time student who is considered for academic probation and subsequently enrolls as a part-time student will not be reviewed for further academic action until they have completed sufficient semesters
to total at least 12 credit-hours. At that time, the student will be reviewed on the basis of a composite of those semesters.

Similarly, a student who is considered for probation as a part-time student will not be reviewed for further academic action until he or she has completed sufficient semesters to total at least the number of credit-hours attempted in the semester for which the student was initially considered for academic probation. At that time, the student will be reviewed on the basis of a composite of those semesters and will be expected to have earned at least the number of credit-hours attempted in the semester for which they were considered for probation.

The Academic Standing Board’s decision to place a student on academic probation or to take no action is part of a student’s record at Case Western Reserve University recorded on the internal unofficial/advising transcript, but beginning in Fall 2017, is not recorded on the official transcript.

**Probation (Incomplete):**

A student’s status will be Probation (Incomplete) if he or she has Incomplete grades which would result in the student’s being placed on academic probation if those Incomplete grades were converted to F’s. Once the Incompletes are converted to final grades, the student shall be restored to good standing or considered for academic probation following the procedures outlined above as determined by the semester grade point average and the number of credit-hours earned. In order to continue for the next semester, a student whose status remains Probation (Incomplete) is required to review their course schedule with their navigator in the Office of Student Advancement before the end of the drop/add period.

**Separation**

Students who fail to meet the criteria for good academic standing for two consecutive semesters will be considered for separation from the university for at least two academic sessions, including the summer session.

Also, full-time students at the end of their first semester at Case Western Reserve University will be considered for separation if they:

1. earn a semester grade point average less than 1.000 AND earn fewer than 9 credit-hours in that semester.

After the first semester, full-time students will be considered for separation on the basis of a single semester’s record if they:

1. earn a semester grade point average less than 1.000 OR earn fewer than 9 credit-hours in that semester.

Part-time students will only be reviewed for separation on the basis of two consecutive records that would lead to their consideration for academic probation.

While separation is the ordinary response to academic records of the kind just described, it is not an automatic process. Students being considered for separation will be asked to prepare a statement explaining the difficulties that interfered with their ability to earn a satisfactory record. This is the student’s opportunity to appeal separation. If a student thinks they should not be separated, the statement should include an explanation of why the Academic Standing Board should have confidence in the student’s ability to return to good standing at the end of the next semester and should outline the plan the student has established for ensuring academic success. The Academic Standing Board will decide to separate the student, to place or continue the student on academic probation, or to take no action based on a review of the student’s statement and the academic record. In order to continue for the upcoming semester, students placed or continued on probation are required to review their course schedules with their navigators in the Office of Student Advancement before the end of the drop/add period.

Academic separations are recorded on both the unofficial/advising transcript and the official university transcript.

Students separated for reasons of academic performance may not earn transfer credit for work completed elsewhere.

**Re-enrollment after Separation**

Students who have been separated because of poor academic performance may petition to re-enroll after two academic sessions, including the summer session, have elapsed. Students who re-enroll after academic separation will retain all credits and quality points earned before separation, and the cumulative grade point average will be continued, including all grades earned before and after separation.

**Permanent Separation**

A second academic separation following review by the Academic Standing Board will ordinarily be permanent.

**Ineligible to Register**

Students will be declared “ineligible to register” when they have Incomplete grades which would result in the student being considered for separation if those Incomplete grades were converted to F’s. These students will be required to finish the incomplete courses with grades that justify their retention before they will be allowed to continue for the next academic session, unless they successfully petition the Academic Standing Board for permission to enroll.

**Summer Enrollment at Case Western Reserve University**

Students will not be reviewed for academic action at the end of the summer session except in the following two situations:

1. A student on academic probation as of the end of the spring semester will be returned to good standing at the end of the summer session if he or she has completed at least 6 credit-hours at Case Western Reserve University with a summer grade point average of at least 2.000.

2. Nursing students who enroll during the summer session for a full course-load (at least 12 credit-hours) that includes the capstone course will be reviewed according to the standards of a regular fall or spring semester.

**Undergraduate Criteria for Scholarship Retention**

Students who are awarded Case Western Reserve University scholarships based on academic achievement or potential are expected to perform at an appropriate academic level and maintain good conduct in the community. These scholarships will be automatically renewed each semester, provided that the student meets the retention criteria established for their scholarship at the time of initial award.
Full-Tuition (Andrew Squire, Albert W. Smith, Alexander Treuhaft, and Dance, Music, and Theater Performing Arts), University, Michelson-Morley STEM, Bolton, and Tuition Exchange Scholarships

The academic records of scholarship recipients are ordinarily reviewed at the end of each semester. To have a scholarship renewed for the following semester, the student must be in good academic and disciplinary standing.

In exceptional cases, the Academic Standing Board will continue a scholarship for a student whose achievement or whose attendance does not meet the standards outlined above. It is the student's responsibility to write to the Academic Standing Board, c/o the Office of Undergraduate Studies, within 7 business days of the end of the exam period each semester to request special consideration for continuation of a scholarship. This appeal should inform the committee of any special circumstances which may have affected performance and/or attendance during the preceding academic semester, provide any relevant documentation, and describe a plan for how academic performance will be improved in the future.

Students who lose their scholarships because of unsatisfactory academic or disciplinary standing will have their scholarships automatically reinstated at the start of the next semester if they return to good standing. These students lose a semester of scholarship eligibility for each semester that they fail to achieve good standing; that is, students will not receive these scholarships while on probation or during their first semester back from an academic separation, and the maximum number of semesters for which they can receive their scholarships will be reduced. However, students placed on probation at the end of the spring semester who return to good standing based on summer coursework at Case Western Reserve University (see Academic Standing Regulations (p. 50)) will continue their scholarships for the fall semester without interruption or loss of a semester of eligibility.

Other Scholarships Awarded by Case Western Reserve University

Recipient of scholarships other than those listed above should refer to their scholarship award letters for specific scholarship retention criteria.

Duration

A student who meets the standards for scholarship retention may receive scholarship assistance for no more than eight semesters of full-time undergraduate study (less any semesters lost due to falling out of good academic or disciplinary standing, as described above). The scholarship is awarded for full-time enrollment in regular (fall and spring) semesters.

A scholarship recipient who does a complete withdrawal during a semester will have used up a semester of scholarship eligibility, but will be eligible to receive the scholarship again when they next enroll, provided that their leave of absence does not last more than one semester (as described below). If a scholarship recipient completes a bachelor's degree in fewer than eight semesters of full-time study at Case Western Reserve University, the scholarship will be terminated upon completion of the degree.

In the eighth semester (or in the final semester for a student completing the bachelor's degree in fewer than eight semesters), a recipient may request permission for part-time enrollment with pro-rated scholarship support if completion of the degree does not require full-time enrollment in that final semester.

Semesters spent participating in the Cooperative Education Program, the Practicum Program, or on leave of absence are not counted against a student's eight full-time semesters of scholarship eligibility.

Leave of Absence Policy

A scholarship recipient may take a one-semester leave of absence during the student's undergraduate career and put the scholarship "on hold" for reactivation upon the student's return to Case Western Reserve University. Requests for a one-semester leave of absence must be submitted in advance to the Office of Undergraduate Studies. Requests for leaves of absence longer than one semester must be submitted to the Academic Standing Board and will be reviewed on an individual basis.

A scholarship is automatically terminated upon a student's transfer to another institution or upon permanent separation from the University.

Undergraduate Honors and Awards

Dean's Honors Lists

The Dean's Honors Lists consist of the names of those undergraduate students who have distinguished themselves by achieving during the previous semester the grade point averages required with a minimum of 12 credit-hours earned and who have no Fs or NPs, during the same period. Students with a grade point average of 3.750 or higher will be placed on the Dean's High Honors List. Students with a grade point average of at least 3.500 but less than 3.750 will be placed on the Dean's Honors List. Students whose records include incompletes become eligible for the Dean's Honors Lists once all incompletes have been converted to final grades. Having earned a place on the Dean's Honors List or Dean's High Honors List is noted on the transcript.

Latin Commencement Honors

Latin Commencement Honors are awarded to the top 35 per cent of the graduating class based on overall grade point average.

- Top 10 per cent: summa cum laude
- Next 10 per cent: magna cum laude
- Next 15 per cent: cum laude

The specific GPA cutoffs are determined each year after the awarding of August degrees on the basis of the GPAs of students who graduated over the past five years. These cutoffs are then applied to degrees awarded in the following January, May, and August.

To be eligible for commencement honors, candidates must have:

1. Earned a minimum of 54 credit-hours for evaluative grades (A, B, C, D) in residence at the University.
2. Attained the required percentile ranking on the basis of all work for which grades are averaged at the University, including any grades earned before an academic separation.

Honors in the Major

Some majors offer outstanding students the opportunity to complete an honors program. Students who participate in an honors program in the major and satisfy the requirements for such a distinction, as specified by the major, may qualify to receive the degree "with honors in the major." The academic representative for the major can provide information regarding requirements for graduation with honors in the major.
Phi Beta Kappa
Phi Beta Kappa, a national honor society, recognizes outstanding scholarship in the arts and sciences. The Alpha Chapter of Ohio, established in Western Reserve College in 1847, was one of the first ten established nationally. Students may qualify for election to membership in the second semester of the senior year. A few outstanding students may be elected to membership as juniors.

Tau Beta Pi
Tau Beta Pi is a national honor society that recognizes full-time engineering students for outstanding scholarship, leadership, and service.

Mortar Board
Mortar Board is a national honor society that recognizes full-time senior students for outstanding scholarship, leadership, and service.

Fellowships and Scholarships
Outstanding students may obtain information about national competitive fellowships and scholarships (Goldwater, Truman, Rhodes, etc.) in the Office of Undergraduate Studies, 447 Sears Bldg.

Departmental and Collegiate Awards
At academic awards assemblies at the end of each spring semester, the University recognizes the outstanding achievements of individual students. Departmental awards are based on achievement in specific academic disciplines. Some departmental and collegiate awards are based on a combination of leadership, scholarship, and service. The collegiate awards for students with the best academic records take into account credit load and grades; students who opt for the Pass/No Pass grading option in a course will not be eligible for best academic record awards unless the original evaluative grades submitted by the instructor to the Registrar’s Office would qualify them.

Accountancy
- The Andrew D. Braden Award for Excellence in Auditing and Financial Reporting Studies to a student whose achievement as an undergraduate in auditing and financial reporting subjects is recognized as demonstrating attributes consistent with professionalism and leadership
- The Apple Growth Partners Scholarship Award to a junior, senior, or Master of Accountancy accounting major with a grade point average of 3.250 or higher and who has displayed high ethics and strong leadership in student organizations
- The Beta Alpha Psi Award for excellence in accounting
- The Beta Alpha Psi Leadership Award
- The Beta Alpha Psi Scholars Recognition Award for outstanding scholarship among members of the Pi Chapter
- The Cashy Family Scholarship Award
- The Charles and Barbara Webb Scholarship Award
- The Dean’s Achievement Award in Accounting
- The Dean’s Award in Accounting
- The Dean’s Award in Accounting/The Cohen & Co. Award
- The Dean’s Award in Accounting/The Deloitte Award to an outstanding junior majoring in Accounting
- The Dean’s Award in Accounting/The EY Award
- The Dean’s Award in Accounting/The KPMG Award
- The Dean’s Award in Accounting/The Meaden & Moore Award
- The Dean’s Award in Accounting/The Plante Moran Award
- The Dean’s Award in Accounting/The PwC Award
- The Dean’s Award in Accounting/Skoda, Minotti & Company Award
- The Department of Accountancy Academic Achievement Award
- The Louis E. Levy Scholars in Accountancy for exceptional undergraduate accounting majors who will be entering professional graduate studies and demonstrate the ability to advance to the accounting profession and provide leadership for future generations of accountants
- The Marvin J. Shamis Award
- The Northeast Ohio Chapter of the Institute of Internal Auditors Scholarship
- The Phi Beta Kappa Academic Achievement Award
- The Phi Beta Kappa Scholarship
- The Phi Beta Kappa Sigma Award
- The Phi Beta Kappa Sigma Scholarship
- The Phi Beta Kappa Sigma Syllable Award
- The Phi Beta Kappa Sigma Syllable Scholarship

Anthropology
- The Callender Memorial Award for outstanding achievement in anthropology
- The James Dysart Magee Award for the senior year to an outstanding student in social and behavioral sciences
- The Jonathan F. Plimpton Award to a graduating senior for outstanding achievement in anthropology
- The Nathaniel H. Tracy Award for the senior year to an outstanding student in anthropology
- The Ruth and Newbell Niles Puckett Award to an undergraduate senior art history major for distinction in the field of art history
- The Friends of Art Prize to an undergraduate senior art history major for the best term paper on an art history topic written by an undergraduate

Art History
- The Andrew D. Braden Award for Excellence in Auditing and Financial Reporting Studies to a student whose achievement as an undergraduate in auditing and financial reporting subjects is recognized as demonstrating attributes consistent with professionalism and leadership
- The Andrew D. Braden Award for the senior year to an outstanding art history major

Art Studio
- The Arnold Philip Award for excellence in art
- The Charles E. Clemens Prize for outstanding talent and accomplishment in art
- The Doris Young Hartsock Prize for excellence in art education
- The Hazel Gibbs Herbruck Prize for excellence in art education
- The William Grauer Award for excellence in art studio courses

Astronomy
- The Jason J. Nassau Prize to an outstanding senior student in astronomy
Biochemistry
- The Harland G. Wood Prize for outstanding performance by a graduating senior who is a candidate for the Bachelor of Science in Biochemistry
- The Merton F. Utter Prize to a candidate for the Bachelor of Arts with a major in biochemistry

Biology
- The Daniel Burke Prize for excellence in both biology and chemistry
- The Flora Stone Mather Alumnae Award in Biology for outstanding academic performance in biology
- The Francis Hobart Herrick Prize for outstanding biological research and academic excellence in biology
- The J. Paul Visscher Memorial Award of the Cleveland Audubon Society to the senior or graduate student who demonstrates outstanding ability and promise in the field of ecology or environmental science
- The Michelson-Morley Undergraduate Research Prize for outstanding research presentation, funded by the Howard Hughes Medical Institute
- The Ralph A. Spengler, Jr. Award for excellence in plant science
- The Russell M. Lawall Prize in Biological Sciences for excellence in biology

Biomedical Engineering
- The Biomedical Engineering Chairman’s Award for outstanding academic achievement and service to the biomedical engineering community
- The Biomedical Engineering Faculty Award for outstanding academic achievement, and service to the biomedical engineering community
- The Biomedical Engineering Research and Engineering Award for outstanding performance in biomedical engineering research combined with outstanding academic achievement
- The Biomedical Engineering Scholarship Award
- The Biomedical Engineering Teaching Assistant Award
- The Cristina A. Camardo Award to a biomedical engineering student in recognition of his or her leadership and service within the university community
- The Gheorghe and Claudia Mateescu Award for Research in Imaging for outstanding research contribution in the area of biomedical imaging
- The J. Thomas Mortimer Cooperative Education Award
- The Jose Ricardo Alcala Memorial Award for biomedical engineering research
- The Mark Bernstein Memorial Award to a senior biomedical engineering major for outstanding achievement in academics and leadership, contributions to research, and service to the university, department or community
- The Outstanding Biomedical Research Award
- The Outstanding Industrial Experience Award
- The Outstanding Senior Project Award
- The Srinivasa (Vasu) P. Gutti Chairman’s Award to an outstanding student in biomedical engineering

Chemical and Biomolecular Engineering
- The A. W. Smith Prize to a senior for academic achievement in chemical engineering in the junior and senior years
- The Carl F. Prutton Chemical Engineering Award to the senior whose academic performance merits his or her selection as outstanding

Chemistry
- The ACS Organic Chemistry Award
- The Analytical Chemistry Award for excellence in analytical chemistry
- The Carl F. Prutton Prize for scholarship in chemistry to a student pursuing the Bachelor of Science degree
- The Charles F. Mabery Prize is awarded to the undergraduate or graduate student presenting the best thesis on a subject connected with research in the Department of Chemistry
- The Eli Lilly Award to a sophomore or junior chemistry major pursuing the BS degree
- The George A. Olah Award to an outstanding senior pursuing graduate work in chemistry
- The Hippolyte Olah Award to a student for merit in chemistry
- The Inorganic Chemistry Award for excellence in inorganic chemistry
- The Iota Sigma Pi/Frank Hovorka Prize to the woman chemistry major with the highest average after three semesters
- The Monroe J. Bahnsen Award to a senior for achievement in chemical engineering whose work in design and research projects has been outstanding
- The William H. Schuette Memorial Award to an outstanding senior in chemical engineering

Civil Engineering
- The Allison C. Neff Memorial Award in recognition of high proficiency in professional studies and participation in professional activities to a member of the junior class majoring in civil engineering
- The Craig J. Miller Memorial Award to an undergraduate or graduate in the general field of civil engineering
- The Kenneth M. Haber Award to the outstanding student in civil engineering
- The Richard and Opal Vanderhoof Award to an outstanding senior in civil engineering
- The Roy Harley Prize to a promising senior or graduate student in civil engineering

Classics
- The Abraham Lincoln Fuller Prizes for excellence in the study of Greek or Latin
- The Emma Maud Perkins Prize for excellence in classical studies
- The Florence Appelbaum Greenbaum Scholarship for students studying Classics
- The Kathleen S. and Frederick C. Crawford Scholarship to the American School of Classical Studies in Athens
Cognitive Science
- The Award in Cognition and Culture
- The Cognitive Science Award to the graduating senior for outstanding academic achievement in cognitive science

Dance
- The Bradford W. Petot Award for Excellence in Dance to a student minoring in dance
- The Lily Dreyfuss Memorial Award for excellence in dance

Earth, Environmental and Planetary Sciences
- The Carol W. Walker Award for an outstanding senior project in the Department of Geological Sciences
- The Charles S. Bacon Award for outstanding contributions to the department
- The Philip O. Banks Award for outstanding academic achievement in geological sciences

Economics
- The Best Paper in Econometrics Award
- The Economics Department Achievement Award for excellence in scholarship and leadership in economics
- The Gardiner Scholarship to a junior majoring in economics and also interested in finance
- The Howard T. McMyler Award to an outstanding junior majoring in economics
- The H. W. Kniesner Prize to an outstanding senior in economics
- The James Dysart Magee Award to an outstanding student in economics for the senior year
- The Marvin J. Barloon Award for outstanding performance in economics
- The Robert N. Baird Award for academic excellence and leadership in extracurricular activities
- The Weatherhead School of Management Dean’s Achievement Award for scholarship and leadership in economics

Electrical Engineering and Computer Science
- The ACM Award to the senior judged by the student chapter of the Association for Computing Machinery most likely to have an outstanding professional career
- The Andrew R. Jennings Award for excellence in computer engineering and science
- The Best Senior Project Award
- The Chairman’s Award to a student in the Department of Electrical Engineering and Computer Science who shows exceptional academic or leadership potential
- The Donald P. Eckman Award to the outstanding senior in systems and control engineering
- The Electrical Engineering and Computer Science Award for the best senior project in computer science
- The Electrical Engineering and Computer Science Award for the best senior project in electrical and computer engineering
- The Electrical Engineering and Computer Science Research Award to the senior demonstrating exceptional research potential
- The Electrical Engineering Service Award to the student performing outstanding service to his or her class
- The IEEE/HKN Award to the senior judged by the student chapters of the Institute of Electrical and Electronics Engineers andEta Kappa Nu to possess the qualities necessary for an outstanding professional career in a general field of electrical engineering
- The National Electrical Engineering Consortium William L. Everitt Award to a student who has excelled academically in communications or computers
- The Senior Project Award in Systems and Control Engineering
- The Undergraduate Alumni Capital Award in Systems and Control Engineering to a senior for academic excellence and professional promise.
- The W. Bruce Johnson Award to a senior for an outstanding project in the area of electrical sciences and applied physics

English
- The Arnaud Gelb Journalism Award for best nonfiction story under 500 words
- The Arnaud Gelb Journalism Award for best nonfiction story over 500 words
- The Arnaud Gelb Journalism Award for best sports story
- The Charles E. Clemens Award for talent and accomplishment in writing
- The Edith Garber Krotinger Prize for excellence in creative writing
- The Eleanor Leuser Award for outstanding writing for or about children by a student enrolled in a creative writing course at the university
- The Emily M. Hills Award for the best poem or essay written by a woman in the College of Arts and Sciences
- The Finley Foster/Emily M. Hills Poetry Prize for the best poem or group of poems
- The Harriet Pelton Perkins Prize to an outstanding student majoring in English
- The Helen B. Sharnoff Award for formal poetry submitted by undergraduate students
- The Holden Prize for the best English paper written by an upper-class student
- The Karl Lemmerman Prize for the best paper by a first-year student
- The Nemet Scholarship for demonstration of excellence in creative writing

Environmental Studies
- The Henry David Thoreau Award for an outstanding senior in the area of electrical sciences and applied physics

History
- The Annie Spencer Cutter Prize to a senior for outstanding achievement in history
- The Clarence H. Cramer Award for excellence in research and writing of history
- The Donald Grove Barnes Award to a senior for excellence in history
- The History Department Award for outstanding achievement in history
- The John Hall Stewart Prize for excellence in historical studies
- The Sigma Psi Prize for excellence in history

Judaic Studies
- The Eudese and Elmer Paull Prize to one or several undergraduate or graduate students who demonstrate an interest in Jewish studies or Jewish contemporary life
• The Ira and Ruth Bressler Prize to a student who has done outstanding work in the area of Jewish studies

**Macromolecular Science and Engineering**
• The Hal Lorranger Award for Polymer Science to the outstanding senior in polymer science
• The Macromolecular Senior Achievement Award
• The Macromolecular Senior Leadership Award
• The Samuel Maron Memorial Award to an undergraduate for excellence in polymer research

**Management**
• The Excellence in Business Management Award
• The Excellence in Finance Award
• The Excellence in Marketing Award
• The Financial Executives Institute Award
• The Iris Wolstein Award for Excellence in Business Venture History to a student whose work on projects and/or course work related to the study of Cleveland business venture history is determined to have made a significant contribution to the understanding of the business development in Northeast Ohio and related environs
• The Kevin J. Semelsberger Prize for excellence in management
• The Nellie Chittenden Carlton Prize to a senior in management whose outstanding work in the general field of economics shows the greater promise of leadership
• The Outstanding Business Management Student Award
• The Outstanding Finance Student Award
• The Outstanding Marketing Student Award
• The Robert O. Berger Jr. Award to a junior who demonstrates overall achievement in scholarship, as well as notable community participation and leadership
• The Roulston Performance Award for outstanding performance in management
• The Wolstein Family Award for Excellence in Business Venture Plan Development to a student enrolled in a major or minor in Weatherhead undergraduate programs whose business venture development plan is considered to have the highest promise to be successfully initiated

**Materials Science and Engineering**
• The Professor Jack F. Wallace Award to the materials science and engineering student who embodies the dedication and spirit of Professor Wallace
• The Wesley P. Sykes Prize to a senior majoring in materials science and engineering who shows outstanding ability in scientific research, especially as evidenced by the quality of his or her senior project.

**Mathematics, Applied Mathematics, and Statistics**
• The Chair’s Award to a student contributing to the intellectual life of the majors’ program
• The Max Morris Prize for excellence in mathematics to a student pursuing the Bachelor of Science
• The Webster Godman Simon Mathematics Award to a student pursuing a Bachelor of Arts degree, for excellence in mathematics

**Mechanical and Aerospace Engineering**
• The Anish Shah ’91 Award to an outstanding senior in mechanical and aerospace engineering based on academic achievement, extracurricular activities, and community service
• The Fred Hale Vose Prize to the student in mechanical engineering who has demonstrated the greatest promise for professional leadership
• The Gustav Kuerti Award to the senior in mechanical and aerospace engineering who has demonstrated the highest level of scholarship
• The Robert and Leona Garwin Prize to a student who has demonstrated theoretical scientific ability with experimental competence and inventive talent

**Modern Languages and Literatures**
• The Arabic Book Prize for high achievement in Arabic
• The Chinese Book Prize for high achievement in Chinese
• The Department of Modern Languages and Literatures Award for outstanding achievement
• The Emile B. DeSauze Award for attaining the highest honors in modern languages and literatures
• The Florence Keuerleber Prize to an undergraduate student who has seriously pursued and excelled in the study of a modern language while majoring in another area
• The Folberth German Prize for excellence in German language and literature
• The French Book Prize for high achievement in French
• The German Book Prize for high achievement in German
• The Hebrew Book Prize for high achievement in Hebrew
• The Italian Book Prize for high achievement in Italian
• The Japanese Book Prize high achievement in Japanese
• The Louise Burke French Prize to an outstanding French student
• The Max Kade Excellence in German Award
• The Russian Book Prize for high achievement in Russian
• The Spanish Book Prize for high achievement in Spanish
• The Susie Scott Christopher Prize for excellent contributions to the French program

**Music**
• The Arthur H. Benade Prize to a senior with a major other than music who has made a notable contribution to music on campus during his or her undergraduate years
• The Charles E. Clemens Prize for talent and accomplishment in music education
• The Doris Young Hartsock Prize for outstanding performance in music education
• The Lyman Piano Award
• The Ronis Recital Prize to an outstanding undergraduate majoring in music who has made an exceptional contribution to the musical life of the University and has been selected by audition to perform in the Leonard and Joan Ronis Annual Memorial Recital

**Nursing**
• The Bolton Scholar Award for Excellence in Acute Care Nursing
• The Bolton Scholar Award for Excellence in Community Health Nursing
• The Bolton Scholar Award for Excellence in Critical Care Nursing
• The Bolton Scholar Award for Excellence in Gerontology
• The Bolton Scholar Award for Excellence in Leadership and Community Service
• The Bolton Scholar Award for Excellence in Maternal-Child Nursing
• The Bolton Scholar Award for Excellence in Nursing Informatics
• The Bolton Scholar Award for Excellence in Nursing Research
• The Bolton Scholar Award for Excellence in Pediatric Nursing
• The Bolton Scholar Award for Excellence in Psychiatric/Mental Health Nursing
• The Bolton Scholar Award for Outstanding Capstone Project

**Nutrition**
• The Mary Eliza Parker Award for excellence in nutrition and dietetics

**Philosophy**
• The Truman P. Handy Philosophical Prize to an outstanding junior and senior for excellence in philosophy

**Physical Education**
• The Arthur P. Leary Award to the outstanding freshman, sophomore or junior who has demonstrated leadership, good sportsmanship, maintained good academic standing, and made contributions to the department of physical education and the university
• The Bill Sudeck Outstanding Student-Athlete Award to the student-athlete who has demonstrated and achieved significant athletic accomplishment, academic achievement, and engagement in campus activities, and has shown leadership in athletics and in the classroom
• The David Hutter Male Athlete of the year award
• The Dorothy L. Hoza Award to the outstanding freshman, sophomore or junior who has made a strong contribution to the women's intercollegiate sports program, maintained a high level of academic achievement, shown leadership in the team, and contributed service to the department and university
• The Emily Russell Andrews Award to the senior woman who makes the greatest contribution to the physical education department through scholarship, leadership, participation, and service
• The Patricia B. Kilpatrick Award to the four-year varsity participant with the highest grade point average
• The Philip K. "Nip" Heim Award to the senior man who makes the most outstanding contribution to Case Western Reserve University through the athletic program

**Physics**
• The Albert A. Michelson Prize awarded upon completion of the junior year to a physics major who has demonstrated superior performance
• The Donald A. Glaser Award to an outstanding mathematics and physics student
• The Donald E. Schuele Award for an outstanding junior majoring in Engineering
• The Elmer C. Stewart Memorial Award to an outstanding senior in Engineering Physics
• The Leslie L. Foldy Award to the outstanding senior in physics
• The Polykarp Kusch Prize to an outstanding senior in physics for the best thesis
• The Richard F. Sigal Physics Scholarship to a physics student who has demonstrated excellence in their studies and intends to pursue a career in physics
• The Senior Award for service and scholarship in physics

**Political Science**
• The Comparative Politics Prize
• The Flora Stone Mather Alumnae Award for outstanding academic performance in political science
• The International Relations Prize

• The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
• The US Politics Prize

**Psychological Sciences**
• The Flora Stone Mather Alumnae Award for outstanding academic performance in psychology
• The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
• The National Student Speech-Language-Hearing Association Award for outstanding leadership and achievement in communication sciences
• The Professor Edwin P. Hollander, Adelbert 1948, and Mrs. Patricia A. Hollander Capstone Research Award
• The Stephen Bednarik Memorial Award to an outstanding senior majoring in psychology

**Religious Studies**
• The Ratner Family Prize to a graduating senior for the highest academic achievement in the study of religion

**Sociology**
• The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
• The Mark Lefton Award for excellence in sociological studies
• The Robert C. Davis Award for demonstrated commitment to sociological studies
• The Schermerhorn Award for an outstanding student in sociology
• The Stella Berkeley-Friedman Award to a graduating senior for the highest academic achievement in the study of sociology

**Theater**
• The Barclay Leathem/Nadine Miles Award for creativity and general excellence in theater
• The Henry Kurth Award to a graduating theater major or minor who has demonstrated outstanding achievement in design or technology
• The Nadine miles award to a graduating theater major or minor who has demonstrated outstanding academic achievement
• The Ronald Wilson Award to a graduating theater major or minor who has demonstrated outstanding achievement in performance, direction, or dramatic writing

**Women's and Gender Studies**
• The Dr. Rula Quawas Award in Women's and Gender Studies for excellence in coursework and projects related to the academic disciplines of Dr. Quawas
• The George Sand Award in Women's and Gender Studies to a graduating senior majoring or minoring in the field for excellence in academic performance
• The Mary Wollstonecraft Award to an outstanding graduating senior majoring or minoring in the field of social and behavioral sciences
• The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
• The US Politics Prize

**Awards for Study Abroad**
• The Alice Seagraves Award to outstanding students for study abroad
• The Brookes Friebolin Award to an outstanding student for study in France
• The Dorothy L. Hoza Award to an outstanding student for study abroad
Collegiate Awards

- The Eva L. Pancoast Memorial Fellowship for graduating senior women in the College of Arts and Sciences or women students in the School of Graduate Studies interested in extending their education by foreign travel or study
- The Alexandra Piepho Learning and Life Scholarship to the student who demonstrates enthusiasm for experiential learning and life, provides guidance to others, and exhibits a broad scope of learning interests
- The Army ROTC Professor of Military Science Award to the senior ROTC cadet who possesses the highest ideals of leadership, academics, and physical fitness
- The Baker-Nord Center for the Humanities Prize for excellence in a SAGES capstone project or senior paper in the humanities
- The Bolton Scholar Award for Excellence in Nursing for the student who has attained the highest academic record at the sophomore level
- The Bolton Scholar Award for Excellence in Nursing for the student who has attained the highest academic record at the junior level
- The Bolton Scholar Award for Academic Excellence
- The Carol and Edward Breznyak '64 Cooperative Education Student of the Year Award to a student in the Case School of Engineering who has demonstrated outstanding performance in the Cooperative Education Program based on industry evaluations, written reports and student initiative
- The Case Alumni Association Prize for Achievement to the senior with the best academic record in the Case School of Engineering
- The Director’s Award for Outstanding Frances Payne Bolton School of Nursing Graduate
- The Edward J. “Ted” Corcoran Award to a senior for outstanding leadership, character and service
- The Flora Stone Mather Alumnae Award for outstanding academic performance in the humanities
- The George T. Hunt Awards to a junior and a senior outstanding in leadership, scholarship, and service
- The Harriet Levion Pullman Award to a sophomore outstanding in scholarship, leadership, and service
- The John L. Fuller to the most outstanding graduating senior of the Case School of Engineering who has served the Case Engineer's Council and the Case Alumni Association
- The Joseph Skigin Memorial Award to an outstanding premedical student for the senior year
- The Louis K. Levy Prize for an outstanding junior in the College of Arts and Sciences
- The Matthew Leskiewicz Award to a senior in the Weatherhead School of Management for outstanding leadership and service
- The Outstanding Junior Awards of the Case School of Engineering to juniors with the best academic records at the end of five semesters in the Case School of Engineering
- The Outstanding Junior Awards of the College of Arts and Sciences to juniors with the best academic records at the end of five semesters
- The Outstanding Sophomore Awards of the Case School of Engineering to the sophomores with the best academic record at the end of three semesters in the Case School of Engineering
- The P. G. “Jerry” Lind Award for a graduating senior in engineering or science who has made a significant contribution to campus life
- The Peter Witt Scholarship to a deserving student who demonstrates a vital and active interest in the improvement of life in Cleveland
- The Phi Beta Kappa Prize to sophomores with the best academic records in a liberal arts curriculum after three semesters
- The Robert J. Adler Award to the undergraduate engineering student who, through high scholarship, technical creativity, and service to his or her peers, best exemplifies the ideals and talents of Professor Robert J. Adler
- The Robert L. Schafer Prize to a student of the Case School of Engineering who has made a major contribution to campus publications
- The Robert L. Shurter Prize to a senior for leadership in extracurricular activities in the Case School of Engineering
- The Russell A. Griffin Award to a senior in the College of Arts and Sciences who has made the most significant contribution to campus life
- The Stephanie Tubbs-Jones Award for significant contributions to campus life, scholarship and community service
- The Sylvia Green Rosenberg Award to a part-time or full-time non-traditional student
- The Weatherhead School of Management Award to a senior, for outstanding achievement in the Weatherhead School of Management
- The Weatherhead School of Management Dean’s Achievement Award for excellence in scholarship and leadership
- The Weatherhead School of Management Dean's Achievement Award for excellence in scholarship and leadership in accounting/management

Undergraduate Non-Degree Students

Opportunities exist for individuals who are not seeking a degree from Case Western Reserve University to enroll in undergraduate courses for credit or to audit courses and not receive degree credit.

Enrolling in Courses for Credit

Cross-Registration in Northeast Ohio

Full-time undergraduates in good academic standing at the Cleveland Institute of Art, Cleveland State University, Cuyahoga Community College, or John Carroll University may cross-register for one course per semester at Case Western Reserve University during the fall or spring semester at no tuition cost. Cross-registration from other local colleges and universities will be considered on a case-by-case basis. Students wishing to participate in the cross-registration program should review the procedures at their home institutions. Registration at Case Western Reserve University is handled by the Office of Undergraduate Studies, 447 Sears Bldg., and is normally limited to courses that are not offered at the student’s home institution. Cross-registered students must meet all prerequisite requirements before being admitted to specific courses.

Transient Students

A transient student is one who has begun his or her education at another college or university and intends to return there. Case Western Reserve University permits full- or part-time study as a transient student during the fall and spring semesters or during the summer session. Enrollment must be for credit-bearing courses.
Applications for enrollment as a transient student may be obtained from the Office of Undergraduate Studies, 447 Sears Bldg. (International exchange students apply through the Office of International Affairs.)

As part of the application, the student must present a statement of good standing from the registrar or dean of his or her home college or university that also indicates that the student is eligible to enroll for that semester at his or her home institution. Exceptions may be granted by appeal to the Academic Standing Board, c/o the Office of Undergraduate Studies.

Enrollment is limited to a total of 30 credit-hours and is subject to the regulations of the student's college. Transient students must meet all prerequisite requirements before being admitted to specific courses. Transient students are expected to perform at the same academic standards as degree candidates. In particular, transient students whose records would make them eligible for separation as a degree candidate at Case Western Reserve University may not continue as transient students unless they successfully petition the Academic Standing Board.

Transient students are not eligible to receive financial aid from Case Western Reserve University. If the student's home institution has entered into a consortium agreement with Case Western Reserve University, the student should inquire of the home institution regarding eligibility to receive aid through the home institution.

Others Who Have Completed High School But Not an Undergraduate or Advanced Degree

Adults who do not already hold an undergraduate or advanced degree may apply through the Office of Undergraduate Studies to enroll for credit in courses for which their education or experience has qualified them, even though they are not pursuing a baccalaureate degree. Case Western Reserve University permits full- or part-time study as a non-degree student during the fall and spring semesters or during the summer session. Enrollment must be for credit-bearing courses. (Persons who already hold undergraduate or advanced degrees and wish to continue their studies without actively pursuing an additional degree should apply to the School of Graduate Studies.)

Applicants are expected to provide a transcript from the most recent college or high school attended. They must meet all prerequisite requirements before being admitted to specific courses. Those who have been degree-seeking students at Case Western Reserve University or have been denied admission to Case Western Reserve as an undergraduate transfer student are not eligible to attend as non-degree undergraduates.

Non-degree students are required to perform up to the same academic standards as degree candidates. In particular, non-degree students whose records would make them eligible for separation as a degree candidate at Case Western Reserve University may not continue as transient students unless they successfully petition the Academic Standing Board, c/o the Office of Undergraduate Studies.

A non-degree student who wishes to become a degree candidate must apply through the Office of Undergraduate Admission. Courses taken for credit as a non-degree student may be applied toward the degree upon acceptance as a degree candidate.

Pre-College Scholars

The Pre-College Scholars Program (http://case.edu/ugstudies/pre-college-scholars-program) at Case Western Reserve University is part of the Ohio statewide College Credit Plus program. It is designed to give highly motivated and able secondary school students from Ohio the opportunity to enroll in challenging college courses prior to graduation from high school, either in the summer or during the academic year. Admission to the Pre-College Scholars Program is selective and competitive. Students must have pursued a rigorous curriculum and achieved academic excellence in all course work. Additional factors considered in admission are the applicant’s standardized test scores (ACT, PSAT, SAT, or other tests of aptitude and/or academic achievement), and the applicant’s academic goals and level of maturity. Pre-College Scholars may take a maximum of two courses per term. They attend regularly-scheduled classes with undergraduate students at Case Western Reserve, and must be able to work well independently at the college level. Questions about the program should be directed to the Office of Undergraduate Studies, 447 Sears Bldg.

Auditing Courses

Special Audit

The Special Audit Program provides the adult student with the opportunity to attend a regular university course as a serious but informal observer at half the regular tuition. This program is available only to those not enrolled in a degree program at Case Western Reserve University. Special audit students receive no grades and no academic credit for the courses attended. No transcripts will be issued, but a certificate of attendance will be provided if requested. The Office of Undergraduate Studies, 447 Sears Bldg., handles registration for this program. No transcripts are necessary to register.

Course Audit Program for Senior Citizens

Case Western Reserve University’s Course Audit Program for Senior Citizens (https://case.edu/seniorauditprogram) (CAPSC) allows senior citizens (age 65 and older) to take on campus courses at a reduced tuition rate. Additional information is available from the CAPSC Coordinator (lifelonglearning@case.edu).

College of Arts and Sciences Alumni Audit

Case Western Reserve University alumni under the age of 65 may audit courses offered by the College of Arts and Sciences for 10% of regular tuition. Most, but not all, courses are available for audit. Additional information is available on the College of Arts and Sciences Alumni Audit web site (http://artsci.case.edu/alumni-audit).
# INDEX

## A
- Academic Advising ....................................................... 41
- Academic Integrity ..................................................... 48
- Academic Policies and Procedures ..................................... 43
- Academic Standing Regulations ........................................ 50
- Arts and Sciences Undergraduate Degree Requirements ............ 6

## C
- Collaborative Programs ................................................ 39
- Criteria for Scholarship Retention .................................... 51

## E
- Engineering Undergraduate Degree Requirements .................... 29
- Experiential Learning ..................................................... 37

## G
- General Degree Requirements .......................................... 4
- Grades ........................................................................... 42

## H
- Honors and Awards ........................................................ 52

## M
- Majors and Minors ......................................................... 2
- Management Undergraduate Degree Requirements .................. 32

## N
- Non Degree Students ..................................................... 58
- Nursing Undergraduate Degree Requirements ....................... 33

## O
- Office of Undergraduate Studies ........................................ 2

## P
- Programs Toward Graduate or Professional Degrees .................. 34

## S
- SAGES Courses ................................................................ 59